For fourth year

Membership will exceed one million again

nea reporter

Published by the National Education Association

Vol. 9, No. 1 | January 23, 1970 | 7 | Washington, D.C.

NEA membership is well on the way to exceeding one million for the fourth consecutive year.

More than 932,000 NEA memberships were reported by January 1 from the 54 state-level enrollment areas.

By the first of January, memberships received from 12 state-level enrollment areas had exceeded last year's total. Twelve more have achieved 90 percent or better. Eight more are between 80 and 90 percent.

Unified states gain

Unified membership states, particularly those newly unified this year, are providing the largest NEA membership gains, while maintaining state association enrollment levels.

Of the eight state affiliates reporting for the first time as unified associations, six—Delaware, Kansas, Minnesota, Pennsylvania, Rhode Island, and the Overseas Education Association—already report membership significantly ahead of last year's total.

Michigan, in the third year of unification, will exceed its previous year's membership for the third consecutive year.

The following table dramatically illustrates the effect of unification upon membership. The percentages indicate the percent of membership enrolled to date this year compared with the state's total NEA membership enrolled last year.

80-89 percent

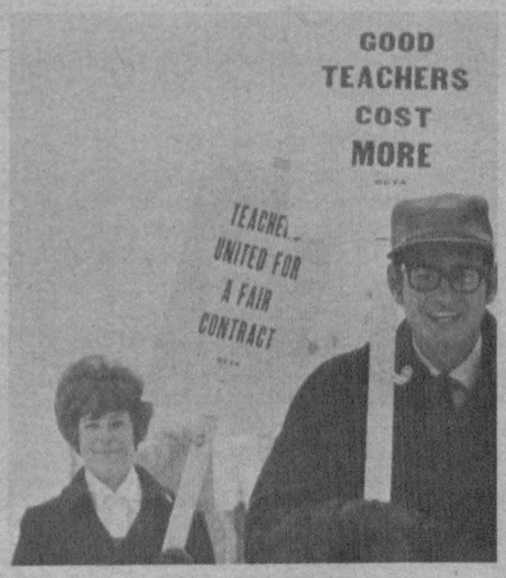
Alabama
Connecticut
Indiana
Missouri
North Dakota
Texas
Vermont
Virginia

90-99 percent

Alaska	(Unified)
Iowa	
Kansas	(Unified)
Montana	(Unified)
Nebraska	
Oklahoma	
Puerto Rico	
South Carolina	
South Dakota	
Utah	
Washington	(Unified)
Wyoming	(Unified)

100 percent or more

Delaware	(Unified)
Hawaii	(Unified)
Kentucky	(Unified)
Maine	
Maryland	
Michigan	(Unified)
Minnesota	(Unified)
Rhode Island	(Unified)
West Virginia	(Unified)
Wisconsin	
Overseas	(Unified)
Foreign	



Denver teachers win salary gains after two-week strike

Teachers in Denver, Colorado, ended a two-week strike on November 31 after winning agreement on negotiations toward a 1971 salary schedule with a top master's degree pay of $14,000 to $15,000. The teachers—members of the Denver Classroom Teachers Association—voted 1,782 to 527 to accept the salary gain and a package of other items, including amnesty for all strikers and an opportunity to earn up to 90 percent of the pay lost during their days out of the classroom. The strike had begun on November 17. During the work stoppage, an estimated 4,000 to 6,000 teachers and their supporters rallied in Denver's downtown Civic Center (left above) and marched on the school administration offices. Throughout the strike, teachers demonstrated with picket signs (above right), joined on many days by teachers from nearby school districts who wished to show their support for their colleagues.

Education lobby fights Nixon veto threat

NEA and 70 other education organizations are mobilizing their united political muscle to defeat a pending Presidential veto of massive Congressional boosts in school funding.

On December 18, President Nixon notified the Congress by letter that he would probably veto the HEW-Labor appropriations bill for fiscal 1970 because it contained over $1.1 billion in excess of his budget request and therefore was "inflationary." Many educators saw the President's unprecedented action as an attempt to intimidate the conferees, who had not yet met to work out differences between the House- and Senate-passed versions of the money bill.

Responding to the threat, House-Senate conferees slashed more than $1.6 billion from the appropriations bill, but the final figure of $19.7 billion was still $1.1 billion above the Administration request. Most of the money dropped came from advance funding for fiscal 1971 elementary and secondary education programs; only $500 million of the final cuts came out of the $1.6 billion to which the President objected.

Congress has reacted to the President's request to fight inflation by reducing total government spending in other areas, most notably the military. Ever since July, when the House first voted by a vote of 242 to 106 to add nearly $1.1 billion to the education bill, Representatives have shown they want a greater share of federal money to be devoted to education. Representatives have continued to uphold that decision through the final legislative stages when conferees agreed on the final educational budget which, in spite of the veto threat, was still $54 million above the $1.1 billion added by the Representatives. Therefore many educators see the threatened veto not solely as a fight against inflation, but as a fight over national

(See VETO THREAT, page 12)

Los Angeles association, union plan merger

Teachers in Los Angeles took steps early this month to merge their local education association and their local teachers union.

On January 5, the governing bodies of the 19,200-member Association of Classroom Teachers-Los Angeles and the 3,000-member Local 1021, American Federation of Teachers, announced agreement on a merger plan. Members of the two units are being polled; if a majority of members in each organization approves, the unit will become the United Teachers-Los Angeles on February 1.

NEA President George D. Fischer expressed enthusiastic approval of the merger. "The move," he said, "demonstrates again that the goals teachers share, on behalf of the children of America, are far more important than the partisan, organizational interests which divide us." Mr. Fischer added that "there can be no doubt that one day soon all teachers in America will have one organizational voice."

ACT-LA and the AFT local together now represent more than 80 percent of the 25,000 teachers in Los Angeles, the nation's second largest school system (New York City is first).

The merger would be the second in the nation between NEA-affiliated locals and the AFT. The first merger of local NEA-AFT affiliates occurred last fall in Flint, Michigan. Combined memberships of the units was about 1,770.

Los Angeles merger talks began last November at the initiative of ACT-LA. President Robert R. Ransom, in a letter to Local 1021 president, Larry Sibelman, urged that "we cannot and must not permit organizational rivalry either to strain personal relations between teachers in their individual buildings, or to dissipate the time, energy, and effectiveness that teachers united might bring to the job of improving education and protecting and extending their own rights and welfare."

Mr. Ransom expressed the hope that Los Angeles teachers could have "a single voice" before the end of the semester.

The merger proposal provides details for an interim governing arrangement for UTLA until January 1, 1971, with the first UTLA-wide elections—for new officers, board members, and members of the House of Representatives—being held next November. Both ACT-LA and Local 1021 units are represented in various aspects of the interim arrangement, but with ACT-LA having more than six times the membership of the union, the resulting plan has been referred to as a "modified ACT-LA governing structure."

Mr. Ransom will serve as president of the new organization through next December and Sibelman will be executive vice-president. Executive director will be Donald R. Baer, who now occupies that position with ACT-LA. Headquarters will temporarily be the present offices of ACT-LA.

UTLA will be affiliated both with NEA and the state affiliate, the California Teachers Association, and also with the California Federation of Teachers and the national AFT.

Individual UTLA members can join either CTA/NEA or CFT/AFT.

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

NEA backs nationwide environmental teach-in

Our environment is rapidly being destroyed, despite the fact that nothing is more essential to man's survival. It is not being destroyed by the ignorant, ironically, but by the best educated and most intelligent among us. Pollution of air, water, and land by our automotive engineers, industrialists, and chemists indicates dramatically the need for change in our teaching of the sciences and technologies.

We must begin to teach of the great dangers as well as the great potentials inherent in agricultural and industrial chemistry and technology.

Concern for this critical issue in our present society prompted the Representative Assembly of the National Education Association to recommend at the Philadelphia Convention that environmental education be included in each school curriculum. Responsibility for the urgent problems of pollution is shared by teachers, schools, and government.

The NEA urges teachers to work with their students, school boards, and parents in planning worthwhile activities in their local areas for the nationwide Environmental Teach-In April 22. We urge government to make pollution problems a priority concern in order that future generations may survive.

—George D. Fischer, NEA president

A number of organizations have free materials dealing with environmental education. Information about the April Environmental Teach-In is available from

Environmental Teach-In Inc.
Room 600
2100 M St., N.W.
Washington, DC 20037

Project ME—for Man's Environment—of the American Association for Health, Physical Education, and Recreation has endorsed the April Teach-In. Information about the project and other materials are available from
Project ME—AAHPER
1201 Sixteenth St., N.W.
Washington, DC 20036

Information about air pollution is available from
Publications Unit
National Air Pollution
Control Center
Ballston Center, Tower #2
801 N. Randolph St.
Arlington, VA 22203
(Just send postcard requesting "Teach-In booklet")

Information about water pollution is available from
Clean Water
Washington, DC 20242

Information about preserving natural wildlife is available from
Mr. Lou Clapper
National Wildlife Federation
1412 Sixteenth St., N.W.
Washington, DC 20036

Federal spending for schools down again

Federal spending for the nation's public schools continued downward in 1969-70 for the second straight year as combined state and local school revenues zoomed to a record high. This was revealed in the NEA Research Division's annual report, "Estimates of School Statistics, 1969-70." The 27th annual report indicates a further decline of financial support of schools by the federal government in an era when school officials throughout the country are calling for more—not less—federal dollars.

NEA President George D. Fischer declared that the trend of dwindling U.S. school funds "must be reversed with an outpouring of massive federal aid" if the federal government is to fulfill its obligation to the nation's 52 million school children.

The report, which presents statistics on public elementary and secondary schools, reveals that the federal government's effort in funding schools was $26 million less in 1969-70 than it was in 1968-69. This compares with a record high $3.7 billion of additional funds raised for schools at the state and local levels in 1969-70.

"This is certainly not the time to reduce the flow of federal dollars into our schools," said President Fischer. "Now is the time to increase federal aid to education at an unprecedented rate if we are to achieve the major improvements required in local schools. Local and state governments cannot do it alone."

Mr. Fischer blamed the Nixon Administration for the continued deceleration of federal money for schools and alluded to the President's threatened veto of a House-passed $1.1 billion appropriation for education. The measure, a part of a $19.7 billion appropriations bill for the Department of Health, Education, and Welfare, will be acted on by the Senate after Congress reconvenes on January 19.

"It seems strange, indeed, that while the President calls the money for education inflationary he approves, nonetheless, of billions of dollars for the supersonic transport, the B1 superbomber, the antiballistic missile, and other military hardware," said Mr. Fischer.

"It's ironic that the Administration is concerning itself with supersonic transports that have no airfields to land on while the nation's school children are told that the cost of education is inflationary," added the NEA president.

NEA officials have called for the federal government to foot the costs of one-third of the total school dollar. Thus, the decrease in the federal share of school costs in 1969-70 to 6.6 percent from 7.4 percent a year ago is seen as an alarming trend in the total school financial picture.

Federal expenditures for schools reached a high of 8 percent of total school financing in 1967-68 and dropped for the first time in 26 years to the 7.4 percent figure in 1968-69.

Total school revenue receipts are estimated to be $38.4 billion for 1969-70.

"It Says Here The Economy Needs Cooling Off"

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nea reporter

Published monthly from September through May (except December) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.
Telephone Area Code 202, 223-9400

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EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

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Ashby

West

Allan West to succeed Lyle Ashby

The NEA Executive Committee this month approved the appointment of Allan M. West as NEA deputy executive secretary. Mr. West will occupy the number two NEA administrative position March 1.

Mr. West will succeed the present deputy executive secretary, Lyle W. Ashby, who will retire. Dr. Ashby, who has served NEA for more than 40 years, was honored by the NEA Board of Directors for his "years of service and his devotion to duty consistent with the highest principles of the education profession."

Mr. West entered NEA service in 1961 as associate director of the membership division. He was a pioneer in the Association's drive to concentrate upon the problems of urban teachers and to increase activities with teacher groups.

Recognized as one of the early advocates of formal negotiation rights for teachers, he is the author of many articles on negotiation in the public sector.

For the past year, Mr. West has had overall responsibility, as associate executive secretary, for NEA activity in the field of civil and human rights—including the DuShane Emergency Fund, the PR&R Commission, and the Center for Human Relations. He also was closely involved in legislation, professional development and instructional services, and communications and public relations.

Louisiana and Mississippi suspensions continued

The NEA Executive Committee this month continued the suspension of predominantly white state affiliates in Louisiana and Mississippi and has lifted the suspension of the predominantly black Louisiana Education Association.

The Louisiana Teachers Association and the Mississippi Education Association were given until March 21 to show cause why they should not be disaffiliated by the NEA.

LEA, which announced December 30 that it had accepted an NEA fact-finder's report establishing terms for merger with the LTA, was restored to full affiliate status.

The predominantly black Mississippi Teachers Association approved last May an NEA fact-finder's report calling for it to merge with the MEA.

In telegrams to leaders of the state associations affected by the Executive Committee's action, NEA President George D. Fischer called for continued activity leading to mergers in Louisiana and Mississippi.

Mr. Fischer commented that if the white associations in the two southern states do not approve merger plans and are unable to show cause by the March 21 deadline why their affiliations should be continued, they will be disaffiliated.

"I urge both blacks and whites in Louisiana and Mississippi to return to the negotiating table and hammer out by March 21 agreements which protect the rights and interests of all concerned," he said.

Mr. Fischer pointed out that in the absence of merger, NEA has the option in both states to recognize either the black association, the white association, or to form a third organization.

The Executive Committee's action is consistent with action taken last December when it lifted the suspension of the predominantly black North Carolina Teachers Association.

The dual associations in Georgia have agreed to form a new merged organization (see page 10).

NEA president testifies for general federal aid

NEA President George D. Fischer (right) shakes hands with Rep. William Ford (D-Mich.) after a hearing on NEA's General Aid bill before the House General Subcommittee on Education, chaired by the Rep. Roman Pucinski (D-Ill.) (center). The bill, HR 10833, would authorize payment of $100 per school-age child to states for increasing teachers' salaries and for other urgent needs. The bill would also provide an additional $2.5 billion in "equalizing" grants for poorer states.

Study committee discusses constitutional convention

The NEA Constitutional Convention Committee, authorized by the Representative Assembly in Philadelphia, held its first meeting December 14-15.

The committee began consideration of New Business Item No. 6, which states: "The Representative Assembly approves the concept of a constitutional convention and directs the Board of Directors to have a study made of the feasibility, objectives, proportional representation, and cost by a committee whose membership is 75 percent classroom teachers. The recommendations of the study shall be sent to the membership at least 30 days prior to the 1970 Representative Assembly."

Catharine O'C. Barrett, of New York, chairman, announced that future meetings have been scheduled for February 1-2, February 28-March 1, and April 5-6. Other members of the committee are: Helen Bain, Tennessee; Vivian Bowser, Texas; Evelyn Brown, Nebraska; Betty Buford, Texas; Marian Cochran, New Mexico; Marvin Liberson, Michigan; Robert Richards, Virginia; Gerald Saling, Washington; Jeanne C. Seeger, California; Donald Wilson, Ohio; Wade Wilson, Pennsylvania; Helen D. Wise, Pennsylvania; and President George D. Fischer, Iowa, ex officio. Serving as consultants to the committee in a non-voting capacity are Robert Addington, Washington; Richard Batchelder, California; James Nelson, Washington; and Pat L. Tornillo, Jr., Florida.

Mrs. Barrett, referring to the Representative Assembly directive, stressed that "while the Representative Assembly approved the concept, they have not yet authorized the convention—that decision will be up to the delegates when they meet in San Francisco. This should eliminate some misunderstanding that the Constitutional Convention might be held before the annual meeting next July."

The recommendations of the committee will be sent to the membership at least 30 days prior to the 1970 Convention.

NEA suit asks end to discriminatory hiring in Alabama

NEA last month filed a federal court suit against three Alabama government officials, including Gov. Albert P. Brewer, charging that the state's hiring practices are racially discriminatory.

In a suit filed in Montgomery, Alabama, NEA contends that Mrs. Carrie C. Robinson, a Negro employee of the Alabama State Department of Education since 1946, has been "denied her right to employment promotions and appropriate salary increases . . . and equal treatment and consideration."

Also named as defendants in the case are Ernest Stone, state superintendent of education, and J. S. Frazer, director of the Alabama Personnel Department.

The NEA DuShane Emergency Fund will assume Mrs. Robinson's legal fees for the duration of the case.

The suit, the first discrimination suit brought by the NEA against a state department of education, was filed in U.S. District Court for the Middle District of Alabama, Northern Division.

NEA President George D. Fischer said the case puts state departments of education across the South on warning to "end racially discriminatory personnel policies immediately." He said he has received complaints of biased hiring procedures in several other Southern states.

The suit seeks for Mrs. Robinson $100,000 in compensatory damages, including back pay she would have received "had she not been discriminated against because of her race." In addition, she is seeking $25,000 in punitive and exemplary damages caused by "malicious and purposeful acts" performed by the three defendants in the case.

The legal action, brought on behalf of all other employees of the Alabama State Department of Education affected by the practices mentioned in the complaint, seeks an injunction enjoining the defendants from maintaining racially discriminatory personnel policies.

The suit points out that "during the 20 years that plaintiff Robinson has been employed by the defendants, she has been passed over for promotion; departments were re-organized in such a manner which resulted in her not being promoted; defendants have employed white persons from outside the system whose qualifications and experience were far inferior to those of plaintiff Robinson and has given those white persons higher ranking positions than plaintiff Robinson."

The sole purpose of the discriminatory employment practices, NEA contends, is to "deter, intimidate, hinder and prevent" the plaintiffs from "exercising their fundamental Constitutional rights."

Brief alleges denial of equal opportunity in rural Virginia

NEA, in conjunction with the Lawyers Committee for Civil Rights Under Law and the Urban Coalition, has filed an amicus curiae brief with the U.S. Supreme Court which alleges that school children in rural counties of Virginia are denied equal opportunities as compared with those in more affluent parts of the state.

The "friend of the court" brief, whose signatures include former Attorney General Ramsey Clark, involves Virginia's formula for distribution of funds for public education.

"A favorable court decision could have great impact for change elsewhere, especially in states in which the formula penalizes or provides no equalization assistance to poorer school districts," said spokesmen for the NEA DuShane Emergency Fund, which is financing the NEA's court action.

The case, Burrus vs. Wilkerson, arose in Bath County, a poor county in the southwestern part of Virginia, which currently taxes itself at the maximum level permitted by state law. This year, according to the brief, the county will spend 93 percent of its tax revenues on its school system. Nearly half of county's families have incomes under the poverty level.

The brief filed in support of the appellants' jurisdictional statement asserts that the interplay of poverty and state laws, which deprive the county of desperately needed state supplements to teachers' salaries and other forms of state assistance, serves to violate the rights of children under the equal protection clause of the 14th Amendment.

The brief focuses on key discriminations caused by this interplay of poverty and state law. Among them are:

- Salary Assistance. Because of its geographical location and its poverty, Bath County is unable to recruit a full staff of accredited teachers, and average teachers salary ranks very low.
- Curriculum Deficiencies. The school system is unable to offer a curriculum with a sufficient range of courses to enable its graduates to enter the state's higher education institutions or to break the self-sustaining poverty cycle.
- Physical Facilities. Bath County is forced to use a substantial number of "substandard" educational facilities, including school cafeterias with earthen floors.

Teacher development laboratory builds up interpersonal skills

Over 100 classroom teachers and administrators received training in the development and use of skills through an experimental workshop conducted by NEA, two of its state affiliates, and other educational organizations and agencies.

The Teacher Development Laboratory/NEA-Oregon-Washington, held July 27-August 15 in Ellensburg, Washington, represented the cooperative efforts of NEA, the Oregon and Washington Education Associations, the Oregon and Washington State Departments of Education, the Northwest Regional Laboratory, Central Washingtral Washington State College, and selected local school systems.

NEA was represented in the pilot project by the Association of Classroom Teachers and the National Training Laboratories Institute for Applied Behavioral Science, both of which participated in the development and implementation of the idea.

The three-week workshop was designed to help participants improve interpersonal relations skills in the classroom, school system, and profession. The program focused on:

- Problem solving in the classroom
- Communication between teacher and pupil
- Associative relationships between teachers and administrators, such as identifying influences in decision making
- Consultative roles in education, such as assessing the needs of an educational institution and serving as effective change agents.

Ninety-six of the 108 participants were from four Northwest states—Oregon, Washington, Montana, and Alaska. Their participation was financed with a grant from the U.S. Office of Education. The expenses of the remaining 12 persons were underwritten by their school districts or organizations.

The 17 trainers for the laboratory included classroom teachers, administrators, staff members of professional associations, and personnel from Central Washington State College and the state departments of education. All had received intensive advance training in preparation for the workshop.

"Participants and staff were unanimous in their agreement that the workshop was highly successful," said Sue Buel, director of professional standards of the Oregon Education Association, who is codirector of the workshop. "The reactions of participants were extremely positive. Definite plans for implementation are operative in many school districts in the Northwest. Most participants indicate that they are practicing the skills they learned in their classrooms and school assignments."

The sponsoring organizations plan to continue the teacher development laboratories in the summer of 1970.

ACT and New Mexico leaders meet

ACT president Betty Buford visits with Julius Roastingear, vice-president and president-elect of the National Education Association of New Mexico (formerly New Mexico Education Association), during a meeting of the ACT Forum at NEA Center in December. Mr. Roastingear, an American history teacher at Gallup High School in Albuquerque, is the first Indian to be chosen president of that organization, which changed its name effective January 1. The ACT Forum is concerned with promoting minority group involvement in professional associations.

Iowa local picked for curriculum project

NEA has designated the Sioux City (Iowa) Education Association as a center for a pilot project to explore the role of the professional education association in curriculum, instruction, and personnel development.

The selection was made after an NEA team met recently at Sioux City in a series of conferences with representatives of the Iowa State Education Association, the Iowa Association of Classroom Teachers, Sioux City teachers, school administrators, and civic leaders.

"We requested this visit," said Earl Dennler, SCEA president, "because we believe this program will result in broader community participation and make a valuable contribution to education in Sioux City schools."

Lawrence Derthick, NEA assistant executive secretary for professional development and instructional services, commented: "The splendid cooperation, both personal and professional, that exists between the administration and the SCEA is most impressive and should contribute greatly to the development of a broad base for educational decision making in Sioux City."

Sioux City is the fifth professional association to participate in a pilot project aimed at improving education. Other locals currently involved in these projects are: Pasadena Education Association and the Monterey Bay Teachers Association, both of California; the Colorado Springs Teachers Association of Colorado; and the Las Cruces Education Association of New Mexico.

New Mexico, Kansas groups vote to add NEA to names

"The National Education Association of New Mexico" is the new name for the state education association in that state. The name change, approved by a vote taken among more than 90 percent of the association's membership, became effective January 1.

Delegates to the Kansas State Teachers Association annual assembly last month approved a name change to "Kansas National Education Association." The change becomes effective when state authorities approve the change in the association's charter.

NEA President George D. Fischer lauded both actions. "The teaching profession stands stronger today," he said, "because of these commitments to one united organization."

NEA school nurses plan summer session

The Kellogg Center of Michigan State University will be host to 50 NEA school nurses taking a three-credit school nursing course August 17-28.

The summer session is the result of efforts by the NEA Department of School Nurses. The session has as a major focus the full development of the educational potential of school nurses throughout the country and will be coordinated by J. Edward Green of the MSU faculty.

The course, open only to members of the Department of School Nurses, may be taken for either graduate or undergraduate credit. Details, including course descriptions and costs, will be sent to all members of the NEA department following the meeting January 30 of its organization committee and MSU officials.

Seminar recommends:

Schools for the 70's must stress humanization

During the coming decade, American schools must provide a more humane environment.

This was the major thrust of recommendations given to NEA's Center for the Study of Instruction last month at a two-day seminar involving some 60 teachers, professors, and other educators. The seminar was part of a series of sessions being sponsored by CSI to help it plan its "Schools for the 70's" program.

Human relations and the humanization of the school must have top priority, the seminar groups reported. There will have to be more concern with people than only with subject matter, the group said. The schools must become responsive to human needs rather than having people serve the institution.

Seminar speaker Edward Carpenter, head master of Harlem Prep School in New York City, emphasized the need for humanizing the schools. "Whenever a society becomes too involved in materialism and devalues the spiritual attributes of the human being, we rear monsters and savages."

"We talk about education," Mr. Carpenter said. "The question is, Education for what? Is it for the world of work? For citizenship? For participatory democracy?

"Human relations and the humanization of the school must have top priority."

"What about education for happiness? What about education for service? What about education for more involvement in community, country, and the world?" he asked.

John W. Washburn, a student at the Harvard University Graduate School of Education, defined the problem of humanizing the schools in terms of caring. "The learner, the student, needs to know that he is the prime focus of our caring," Mr. Washburn said. "For students to know we care, they have to know that we're not getting them ready for the world they are going to live in, but allowing them to live and do in the world which surrounds them today."

Mr. Washburn also stressed the need for teachers to listen. "We have reading specialists in the schools, we have social studies people, we have science specialists. But I don't know of one school where we have somebody who just listens. Listening," he said, "is a major ingredient in a relationship that lets somebody know we care."

Sidney P. Marland, Jr., president of the Institute for Educational Development, told the seminar that the 70's would be a time of change. "Matthew Arnold said we are wandering between two worlds—one dead and the other struggling to be born," he said. "I suspect that at this time in history, public education in the United States is precisely there. Much of what we have had is now dead, and the rest is struggling to be born.

"And I gainsay that perhaps education for the 70's will be the midwife."

Dr. Marland also urged educators to accept a sense of urgency for change. "We have taught a generation to care, to be dissatisfied with the inequities in this land and this world. We've taught a generation of young people to ask questions rather than to spout quick answers," he said. "Let us accept the responsibilities for the outcome."

"Whenever a society becomes too involved in materialism and devalues the spiritual attributes of the human being, we rear monsters and savages."

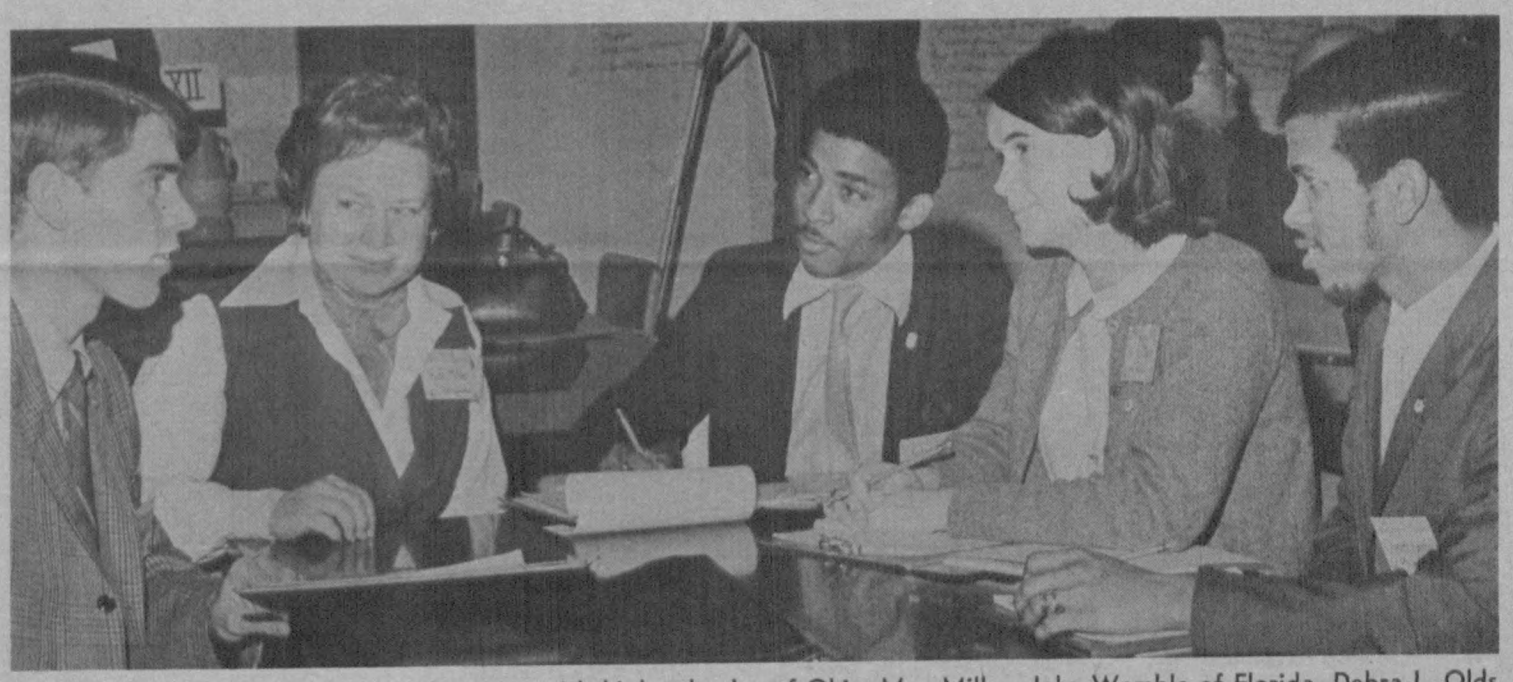
The seminar, held December 13 and 14, was chaired by former NEA president Lois V. Edinger, associate professor of education, University of North Carolina.

Classroom teachers urge more involvement of locals in all phases of student teaching

Jim Melton, Student NEA representative from Texas, responds to a question during the Classroom Teachers National Study Conference.

Betty Buford, ACT president, and Tommy G. Fulton, South Central regional director, talk during a break in the discussion at the ACT conference. The conference, on the theme, "The Role of the Classroom Teacher in the Student Teaching Program," was held November 28-29 at NEA Center.

Donald F. Wilson, ACT president-elect, stresses a point at the Classroom Teachers National Study Conference.



Ruth Miller, conference chairman, meets with high school students representing the Future Teachers of America at the conference. Pictured are, left to right: William Guegold of Ohio, Mrs. Miller, John Womble of Florida, Debra L. Olds of Kentucky, and C. Everett Hammond, Jr., of South Carolina.

Nat'l Educ. Assn. photos (Di Dio)

Mrs. Agnew is honorary awards chairman

Mrs. Spiro T. Agnew, wife of the Vice President, has accepted the honorary chairmanship of the 1970 ACT-Thom McAn National School Board Awards Panel.

The awards program, initiated in 1965, is cosponsored by ACT and the Thom McAn Shoe Company and provides a means for local affiliates of the NEA to honor their school boards for outstanding programs in the field of education. Fifteen national and regional cash awards totaling $12,500, plus 30 additional merit awards, will be granted.

The awards panel, which meets in March, will be chaired by William J. Trent, Jr., assistant personnel director of Time, Inc. It will also include three members of the U.S. House of Representatives: Edith Green, Oregon; Tom Steed, Oklahoma; and Silvio O. Conte, Massachusetts. Other members of the panel are: Mrs. Leon S. Price, president, National Congress of Parents and Teachers; Helen I. Brady, organization relations manager, Girl Scouts of the U.S.A.; Charles Gonzales, president, Student NEA; R. P. Merridew, secretary, Kiwanis International; and Joseph Thomas, director of school relations, Boy Scouts of America.

ACT president-elect Donald F. Wilson of Parma, Ohio, will serve as consultant to the awards panel, with Harold H. Eibling of Columbus, Ohio, president-elect of the American Association of School Administrators, and Boardman W. Moore of Lafayette, California, president of the National School Boards Association.

The national awards will be presented in May.

Local and state associations asked for resolutions

Local associations and state associations of classroom teachers are requested to send copies of their resolutions to the Association of Classroom Teachers at NEA Center for study by the resolutions committee.

ACT's resolutions committee will meet in Washington, D.C., from February 26 to March 1 to draft the resolutions which will be presented to the ACT Representative Assembly in San Francisco in June. The committee will consider resolutions submitted by local associations and state classroom teacher organizations or by individual classroom teachers. It will also study the resolutions recommended through the various ACT regional conferences held during 1969-70.

Members appointed to the 1970 ACT resolutions committee are: Albert H. Cranston, Cheyenne, Wyo. (chairman); Oscar Hinnant, Greensboro, N.C.; Roscoe Keeney, Cedar Grove, W. Va.; Bernard Freitag, Trevose, Pa.; Sadye Lewis, Little Rock, Ark.; Michael Logan, Iowa City, Iowa; Mary Jane Scritchfield, Las Vegas, Nev.; and Posey Smith, Jackson, Miss.

ACT secretary Birnadine Mack of Boulder, Colo., is serving as the ACT executive committee liaison with the resolutions committee.

The local association must become an equal partner with the school system and teacher education institution in the student teaching program. Moreover, the local association has a responsibility to negotiate with the school board on all phases of student teaching, including the methods of selection, qualifications, status, and remuneration of the cooperating classroom teacher.

This was the consensus among participants in the Classroom Teachers National Study Conference on the Role of the Classroom Teacher in the Student Teaching Program. The conference was sponsored by the Association of Classroom Teachers, NEA, November 28-29, at NEA Center. Approximately 50 classroom teachers and 30 representatives of other organizations participated.

In work groups of 10 to 12, individuals shared ideas on such questions as:

- Is there a legitimate role for local and state professional associations in strengthening the role and status of the cooperating teacher in the teacher education program? If so, what priorities should each association tackle?
- What steps should be taken at the local, state, and national levels to enhance the role of the cooperating teacher in the teacher education program?

Conferees concluded that local associations must:

- Clarify the role of the cooperating teacher
- Ensure a greater voice for the cooperating teacher in the preprofessional preparation of student teachers
- Establish lines of communication with the school system and the teacher education institution.
- Develop guidelines for cooperative decision making by the local association, school system, and teacher education institution on all phases of the student teaching program.

Participants asserted that state associations of classroom teachers and state education associations must:

- Seek legislation establishing the legal status of the student teaching program in the state and providing liability protection for the cooperating teacher and the student teacher
- Assist local associations in developing agreements on the student teaching program with local boards of education
- Conduct research and disseminate information on student teaching programs.

Conferees agreed that the Association of Classroom Teachers and NEA should support the efforts of local and state associations. They recommended that ACT and NEA:

- Sponsor meetings and conferences on student teaching
- Develop model agreements on student teaching between school systems and teacher education institutions and between local associations and school boards.

A full report on the conference will be available from ACT in the spring.

Summer travel courses

NEA-operated tours offer college credit

Many of the tours and two seminars operated by the NEA Division of Educational Travel this coming summer offer college credit. They are cosponsored by colleges and universities which supply professors to supervise the fulfillment of both graduate and undergraduate academic requirements.

These tours and seminars provide a stimulating summer visiting interesting places. They give members a chance to enjoy the fellowship of colleagues, and often they can claim a tax deduction for travel necessary to the job.

Scandinavian Seminar

"The American Scandinavian Seminar in Comparative Education" is an exciting program of study and travel for students, teachers, administrators, and their spouses. Sponsored jointly by the Danish International Students Committee of the University of Copenhagen and the George Peabody College for Teachers, in cooperation with the NEA, it will be held June 23 to July 22.

Based in Copenhagen, the seminar consists of a series of lectures and educational visits throughout Denmark, Norway, and Sweden, with focus on school and society. There are two seminar directors, one from the University of Copenhagen and the other a staff member of Peabody College.

This unusual four-week program carries three to six semester hours of graduate credit. Undergraduate students and in-service teachers are permitted to audit.

Participants will have the option of living in the ultramodern facilities of University of Copenhagen or of being guests in a Danish home.

The seminar includes an eight-day visit to Oslo and to Stockholm, where a number of educational and cultural activities have been scheduled.

The $1,140 price of the seminar includes special group flights from New York June 23, returning July 22, continental breakfast throughout, with three meals daily while on the eight-day field trip to Oslo and Stockholm, and three graduate semester hours of credit. There is a reduction in price for participants who elect to live with a private family. A special air-fare arrangement permits a prolonged stay in Europe after the seminar is over, with the return flight from a selection of cities.

A complete day-by-day itinerary and schedule for the "American-Scandinavian Seminar in Comparative Education" is available in a brochure from the NEA Division of Educational Travel (use the coupon at the top of the next page). Specific inquiries should be sent to Dr. Stewart E. Fraser, ASSCE American Program Director, International Center, George Peabody College for Teachers, Nashville, Tennessee 37203.

Washington Seminar

"The Washington Seminar"—no newcomer to the Washington, D.C., scene—is operated by the NEA Division of Educational Travel in cooperation with the National Council for the Social Studies and is cosponsored by Mankato State College.

This exceptional first-hand experience in the workings of our federal government will be held from June 28 through July 17. The Washington Seminar is a carefully balanced program of educational, cultural, and social activities.

With the halls of government the classroom, the program gives each participant a ringside seat on Capitol Hill and in the major federal agencies, from which he can intimately view the kaleidoscopic business of the federal government in action. Further, it gives teachers an opportunity to question and talk with top officials and to experience the special welcome and VIP treatment enjoyed by few other groups visiting the Nation's Capital.

The seminar emphasizes Making and Enforcing Federal Law, the U.S. Senate and House of Representatives, Political Parties and Pressure Groups, Formation of Domestic and Foreign Policy, Federal Regulatory Agencies, the Executive Departments at Work, Government and the Citizen, and Preserving and Extending Our Heritage.

Members of the seminar group can expect to meet with some of Washington's top officials, visit foreign embassies, have an evening at the Washington International Center and lunch at the National Press Club.

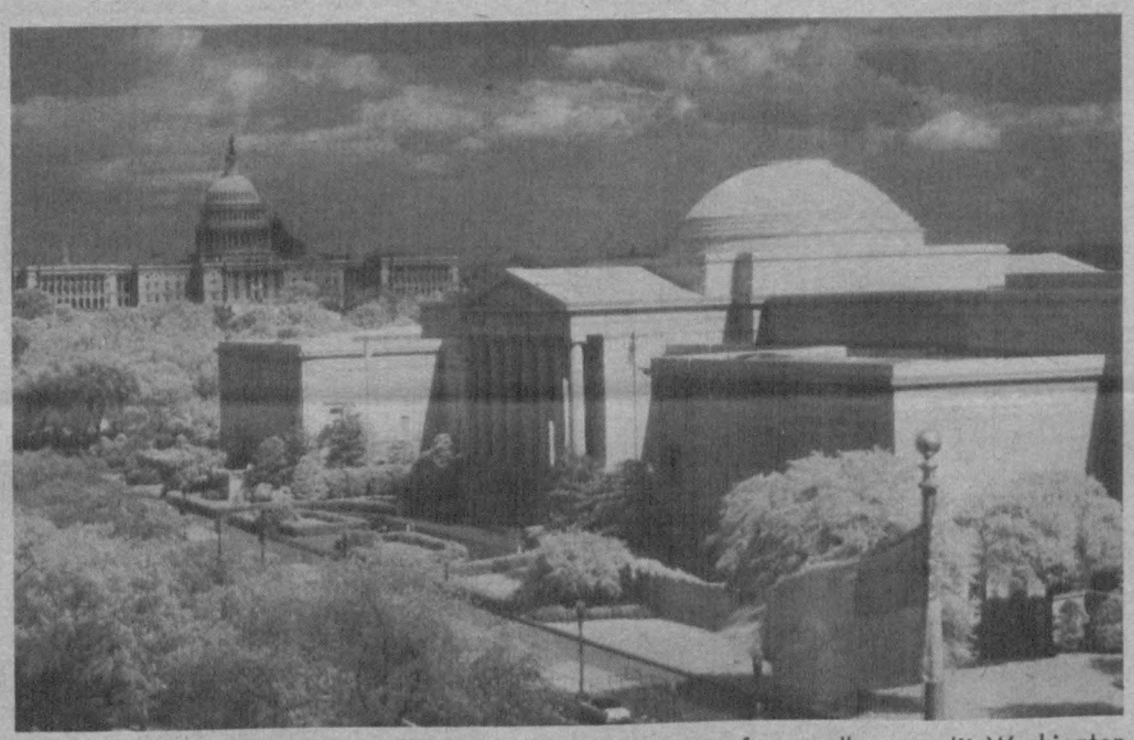
Any NEA or NCSS member (or member and spouse) is eligible to participate in the Washington Seminar. The price of $398 includes accommodations at the Dupont Plaza apartment hotel (with equipped kitchenette), all transportation to seminar activities, entrance and other fees, as well as the services of the coordinator, Dr. Henry Ware of the NEA staff, and of Prof. George Green of Mankato State College. Also included are a city tour of Washington, D.C., a boat trip to Mt. Vernon, three special event meals, and $10,000 accident and $500 baggage insurance for each participant. For further details, check the coupon at the top of the next page for the Washington Seminar brochure and application.

South Pacific tour

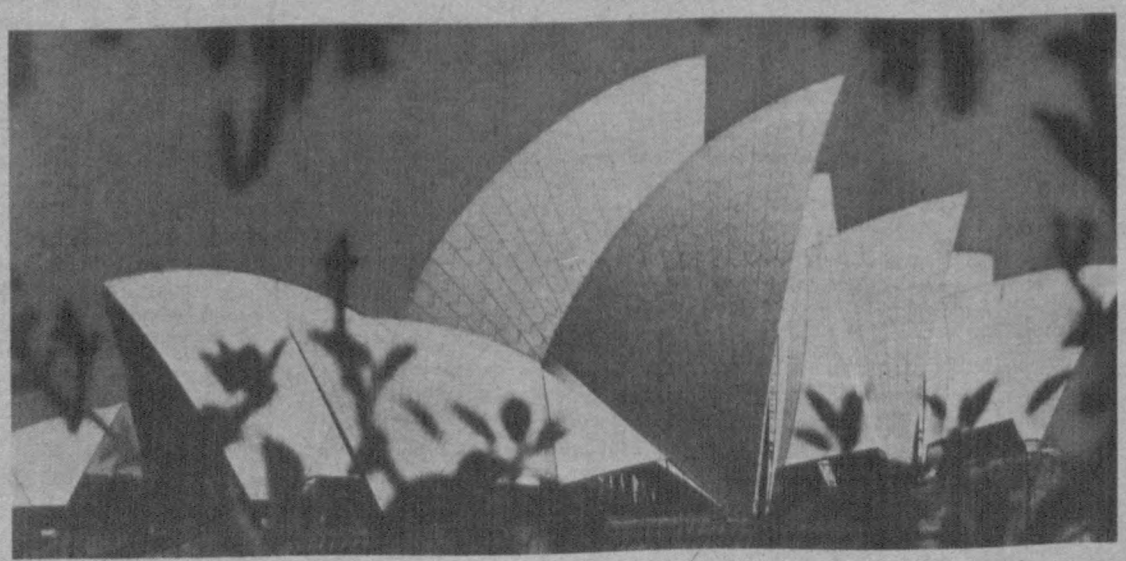
Nearly a month's trip to Australia, New Zealand, Fiji Islands, and American Samoa offers an opportunity for educators to see, visit, and experience one of the most fascinating and beautiful parts of the world, with academic credit available through Arizona State University. The price of the basic tour July 17 through August 15 is $1,870 from Los Angeles. Check the coupon at the top of the next page to receive an itinerary brochure on this Australia, New Zealand, and South Pacific tour.

For information on course requirements, tuition, and registration for credit, write directly to Dr. Joel A. Benedict, Director, Audiovisual Center, Arizona State University, Tempe, Arizona 85281.

Observing foreign education on the spot (for example, these students in Sweden) is part of the experience on an NEA-operated tour for college credit. Swedish National Tourist Office photo



The buildings of Washington, D.C., serve as the campus for a college-credit Washington Seminar planned by NEA's Division of Educational Travel. Shown here are the National Gallery of Art with the Capitol in the background.



The unusual design of the Sydney, Australia, opera house will be part of the scene for members who choose the South Pacific Tour for college credit.

Other credit tours

Other tours cosponsored by individual colleges and universities are described and their complete itineraries are given in each of four illustrated area booklets (listed on the coupon), which also describe all the other summer tours throughout the world. Indiana University also offers academic credit on many tours, though it does not provide direct supervision.

In-service credit for professional advancement is being granted to more and more teachers every year for participation in the NEA-operated travel program of educational tours. If your board of education is not familiar with the program, and you would like to receive in-service credit, ask them to write to the NEA Division of Educational Travel.

These pagodas in Bangkok, Thailand, are among the exotic sights to be seen on NEA-operated round-the-world tours. For details, check the World Adventure box in the coupon at right and mail to the NEA Division of Educational Travel.

To: NEA Division of Educational Travel
1201 Sixteenth Street, N.W.
Washington, DC 20036

Please send me tour booklets checked below: (up to two booklets free, send 25c for each additional one)

☐ Western Europe
☐ Latin America
☐ United States and Canada (incl. Alaska and Hawaii)
☐ World Adventure

(for Hawaii charter tours information, check special box, opposite).

Name .....

Address .....

City ..... State ..... Zip .....

Also please send:

☐ 33 Transportation-Only, Round Trip flights to Europe $211 up.
☐ Enchanting Hawaii Charter Tours (HT-1, 2, and 3) revised since publication of U.S. and Canada booklet
☐ Alaska-Canadian Rockies (ACR) tour (revised itinerary)
☐ Post NEA Convention Tours: Alaska and Hawaii
☐ American-Scandinavian Seminar (grad.)
☐ Washington Seminar (3 weeks, NEA-NCSS co-sponsored)
☐ Australia, New Zealand, South Pacific (PC-1)

cut here and mail

From $211

33 jet European flights planned

Round-trip charter and group-fare flights will take members and their families to Europe and back again this summer, at a great savings. In cooperation with the NEA Travel Division, several state education associations have chartered flights for their own members.

Departure points have been increased to include the West Coast, West, and Mid-West, in addition to the Eastern seaboard.

For complete details and application blanks, check "33 Jet Flights to Europe" on the coupon above.

NEA-Operated Group Flights to Europe, Summer 1970

(requiring membership 6 months prior to date of departure)

Flight Code #	No. Days	Depart	Return	City	Round-trip Airfare
T/EYH-5	37	July 8	Aug. 13	New York-Amsterdam-New York	$270.00
T/EYH-6	37	July 15	Aug. 20	New York-Amsterdam-New York	$270.00
TO/SK	42	July 8	Aug. 18	New York-Copenhagen-New York	$283.00
T/IB-1	22	July 2	July 23	NYC-Madrid-Palma-Madrid-NYC	$251.00
T/IB-2	22	July 9	July 30	NYC-Madrid-Palma-Madrid-NYC	$251.00
T/IB-3	22	July 16	Aug. 6	NYC-Madrid-Palma-Madrid-NYC	$251.00
T/IB-4	22	July 23	Aug. 13	NYC-Madrid-Palma-Madrid-NYC	$251.00
T/IB-5	22	Aug. 6	Aug. 27	NYC-Madrid-Palma-Madrid-NYC	$219.00

NEA-Operated Charter Flights to Europe, Summer 1970

(requiring membership on or before Dec. 1, 1969)

Charter Code #	No. Days	Depart	Return	City	Round-trip Airfare
NEA/CW-1	45	June 14	July 28	St. Louis-Amsterdam-St. Louis	$294.00
NEA/CW-2	61	June 21	Aug. 20	Denver-London-Denver	$337.00
NEA/CW-3	56	June 25	Aug. 19	Detroit-Amsterdam-Detroit	$277.00
NEA/CW-4	33	June 25	July 27	Columbus, Ohio-London-Columbus, Ohio	$240.00
NEA/CW-5	59	June 29	Aug. 26	New York-Amsterdam-New York	$247.00
NEA/CW-6	58	June 28	Aug. 24	Boston-London; Amsterdam-Boston	$243.00
NEA/CW-7	59	June 27	Aug. 24	Chicago-London-Chicago	$291.00
NEA/CW-8	52	June 30	Aug. 20	New York-Zurich; Amsterdam-New York	$258.00
NEA/CW-9	50	June 26	Aug. 14	Hartford-Amsterdam-Hartford	$244.00
NEA/CW-10	29	July 1	July 29	New York-Amsterdam-New York	$221.00
NEA/CW-11	29	July 2	July 30	New York-London-New York	$213.00
NEA/CW-12	54	July 3	Aug. 26	Philadelphia-Amsterdam-Philadelphia	$252.00
NEA/CW-14	33	July 6	Aug. 7	Philadelphia-London-Philadelphia	$213.00
NEA/CW-15	28	July 7	Aug. 6	Los Angeles-Amsterdam; London-Los Angeles	$317.00
NEA/CW-16	35	July 10	Aug. 13	New York-Amsterdam-New York	$225.00
NEA/CW-17	44	July 9	Aug. 21	Dulles (Washington, D.C.-London-Dulles	$241.00
NEA/CW-18	32	July 13	Aug. 13	New York-Amsterdam-New York	$211.00
NEA/CW-19	28	Aug. 7	Sept. 3	New York-Amsterdam-New York	$216.00
NEA/CW-20	23	Aug. 3	Aug. 25	Chicago-Amsterdam-Chicago	$248.00
NEA/CW-21	28	June 22	July 19	Los Angeles-Amsterdam; London-Los Angeles	$322.00
NEA/CW-22	42	June 29	Aug. 9	Los Angeles-Amsterdam; London-Los Angeles	$351.00
NEA/CW-24	23	Aug. 5	Aug. 27	Detroit-Amsterdam-Detroit	$239.00
NEA/CW-25	24	June 21	July 14	Indianapolis-Amsterdam-Indianapolis	$253.00
NEA/CW-26	54	June 27	Aug. 19	New York-London; Amsterdam-New York	$248.00
NEA/CW-27	69	June 26	Sept. 2	Los Angeles-Amsterdam-Los Angeles	$385.00

Chartered jet planes will fly members, families to Hawaii

Three chartered planes will jet NEA members and their immediate families to Hawaii next summer for 16 days of fun. The planes will leave from New York, Indianapolis, Chicago, St. Louis, and Denver, with several state associations sharing the charters with NEA.

Upon arrival in Honolulu, there will be the traditional lei greeting. Highlights include a festive luau dinner at the Hilton Hawaiian Village, with Polynesian food and entertainment; a visit to the Polynesian Cultural Center (buffet dinner included); and a breakfast seminar meeting with Hawaii Education Association members. The tour also includes a Honolulu city tour, including the lovely University of Hawaii Campus, Mt. Tantalus, and the impressive Pacific War Memorial National Cemetery; and visits to the now peaceful Pearl Harbor and the amazing Ocean Sea Life Park.

Tour members will be housed in the first-class, modern Pagoda Hotel, not far from the beach. Ample time is allowed on this tour for those who want optional visits to the outer islands, or who wish to enjoy shopping or the beach.

The complete itinerary and all detailed information will be sent together with an application form upon request (check the Hawaii box on the coupon above).

Enchanting Hawaii Charter Tours

(membership in the chartering association required prior to registering)

Charter Number	Sponsored By	Departures From	Dates	Price
HT-1	National Education Association Illinois Education Association New Jersey Education Association	New York and Chicago	July 4	$484
HT-2	National Education Association Missouri State Teachers Association Colorado Education Association	St. Louis and Denver	July 18	$471
HT-3	National Education Association Indiana State Teachers Association New Jersey Education Association	New York and Indianapolis	Aug. 1	$484

Associations cosponsor travel of, by, for, with educators

The NEA-operated travel program covers a wide range of travel opportunities open to members of the united teaching profession and their immediate families. Where flight arrangements permit and space is available on a tour, a friend may accompany a member.

A number of associations actively cooperate in bringing this nationally coordinated travel service to their membership. Cosponsoring state and local education associations keep on hand an ample supply of the four basic travel booklets and other materials needed to send out in response to the flow of inquiries from their members.

The NEA Division of Educational Travel supplies to cosponsors all the travel materials and offers guidelines on travel meetings, travel booths, and on other effective methods of promotion.

NEA takes out ads in the association journals and full-membership tabloids; and it pays a $10 per capita reimbursement for every tour member signed up. NEA shares a number of its charter flights with cosponsoring associations, and on these "split charters" allows an $8 per capita reimbursement.

Currently, the list of cosponsoring NEA, state, and urban education associations to whom members may direct travel inquiries is as follows:

NEA Division of Educational Travel, 1201 Sixteenth Street, N.W., Washington DC 20036.

California Teachers Assn.—Southern Section, 1125 W. 6th St., Los Angeles, CA 90017.

Colorado Education Assn., 5200 S. Quebec St., Englewood, CO 80110.

Connecticut Education Assn., 21 Oak St., Hartford, CT 06106.

Dade Co. Classroom Teachers Assn., 1809 Brickell Ave., Miami, FL 33129.

Illinois Education Assn., 100 E. Edwards St., Springfield, IL 62704.

Indiana State Teachers Assn., 150 W. Market St., Indianapolis, IN 46204.

Iowa State Education Assn., 4025 Tonawanda Drive, Des Moines, IA 50312.

Kansas State Teachers Assn., 715 West 10th St., Topeka, KS 66612.

Kentucky Education Assn., 101 W. Walnut St., Louisville, KY 40202.

Michigan Education Assn., 1216 Kendale Blvd., Box 673, East Lansing, MI 48824.

Minnesota Education Assn., 41 Sherburne Ave., St. Paul, MN 55103.

Missouri State Teachers Assn., 405 S. 6th St., Columbia, MO 65201.

Montana Education Assn., 1232 East 6th Ave., Helena, MT 59601.

Nebraska State Education Assn., Box 94846, Statehouse Station, Lincoln, NB 68509.

New Jersey Education Assn., 180 W. State St., Trenton, NJ 08608.

New York State Teachers Assn., 152 Washington Ave., Albany, NY 12210.

Ohio Education Assn., 225 E. Broad St., Columbus, OH 43215.

Omaha Education Assn., 502 Center Bldg., Omaha, NB 68105.

Pennsylvania State Education Assn., 400 N. 3rd St., Harrisburg, PA 17101.

Rhode Island Education Assn., 300 Hennessey Ave., N. Providence, RI 02911.

South Carolina Education Assn., 421 Zimalcrest Drive, Columbia, SC 29210.

Tennessee Education Assn., 598 James Robertson Pkwy., Nashville, TN 37219.

Wisconsin Education Assn., 119 Monroe Ave., Madison, WI 53703.

Registration for any of the NEA-operated tours and flights may be done through any one of the following offices: CTA/SS, IEA, NJEA, and NEA (please refer to their addresses listed above.)

San Francisco and Des Moines

Congressmen to headline political clinics

Congressman Jeffrey Cohelan (D-Calif.) will headline the third political action clinic scheduled by the NEA Citizenship Committee this year, February 6-8 in San Francisco. Congressman Cohelan was the leader in the Congressional effort to include $1.2 billion additional for education in the first session of the 91st Congress.

The clinic, co-sponsored by the California Teachers Association, the CTA Bay Section, and the San Mateo County Teachers Association, focuses on how new teacher political leaders can be identified and trained, and on drawing the circle bigger for political strength. Teams of teachers from local or county associations are to include one experienced teacher-politician, with the remainder neophytes.

William E. Adams of Maryland, chairman of the NEA Citizenship Committee; Josephine Sawaia of Arizona, NEA Legislative Commission chairman; and Robert T. Krueger of Utah, chairman of the NEA Task Force on a National Political Structure, will take a part on the program, as will Elliott Parker, chairman of the CTA Political Involvement Committee; Ester Wilfong of Washington State and Patricia Gladson of Missouri, members of the NEA Citizenship Committee.

Several members of the NEA Board of Directors are expected to attend, among them Vincent Lamb, George Gumeson, and Maria Rae Glasgow of California and M. Pete Smith of Oregon. Among the consultants will be several of the Citizenship Committee's TIP Specialists: Marion Donaldson of Arizona, Joan Bedell of Oregon, Frank Brouillet of Washington State, and Ray Conatser of California.

Quie to speak

Congressman Albert H. Quie (R-Minnesota) will be the banquet speaker at the political action clinic in Des Moines, Iowa, February 20-22. Congressman Quie is a leading proponent of general federal aid to education. NEA President George D. Fischer will return to his home town for the clinic and will speak to the registrants.

The Des Moines clinic, cosponsored by the Iowa State Education Association and the Des Moines Education Association, will focus on how political horizons can be extended and on applying techniques to various levels—local, state, and national.

Other participants featured in the Des Moines clinic: Mr. Adams and Mr. Wilfong of the Citizenship Committee; Mabel McKelvey of New Hampshire, Eugene Karol of Maryland, and Thelma Davis of Georgia, members of the NEA Executive Committee; Thelma L. Lang of Nebraska and James F. Malone of Texas, members of the NEA Board of Directors; Thelma Spannbauer of Indiana, member of the NEA Legislative Commission; Pearl Wanamaker of Washington State, Rose Ann Harrington of Kansas, and Herb Teske of South Dakota, TIP Specialists; and Ralph Joy and Joe Standa, members of the NEA and ACT staffs.

NEA special services programs doing well

How are NEA Special Services Programs doing?

Very well, thank you.

- Over 31,000 members enrolled in the Plan A life insurance open enrollment which was available from October 1 to November 15, 1969. Currently 199,499 members and dependents are insured under one of the three life insurance plans and there is a total of approximately $1.2 billion of insurance in force.
- The Accidental Death and Dismemberment Insurance Program, which was inaugurated on April 1, 1966, already has 52,048 enrolled and over $4.1 billion of insurance in force.
- There are approximately 4,942 enrolled in the NEA Tax-Deferred Annuity Program with an average deposit of $1,413 per year and total annual investments of over $5,000,000.
- In the special Christmas book purchase offer, a total of 2,238 members placed orders for 6,881 books at a cost of approximately $27,000; 870 members received a free copy of Emily Kimbrough's *Floating Island* on the basis of $12 or larger orders. The five most popular titles ordered were: *Schools Without Failure, Reality Therapy, Charlotte's Web, Sense of Wonder,* and *Goodnight Moon.*

For additional information on NEA special services programs, write: NEA Special Services Division, 1156 Fifteenth St., N.W., Washington, D.C. 20005.

Topic: politics at the local level

About 60 leaders of urban education associations took part in a workshop in Washington, D.C., recently. The program, built around the topic, "Politics at the Local Level," was sponsored by the NEA Citizenship Committee in cooperation with the National Council of Urban Education Associations. Speaking (center) is Wilbur Gerst, president of the Rochester (New York) Teachers Association. At left is Jack Nolan, representing the Baltimore Public School Teachers Association, and at right, Charles Corprew, president of the Education Association of Norfolk, Virginia. The program preceded the annual conference of the National Council of Urban Education Associations.

Professional staffing

NEA affiliates seek applicants

Mt. Diablo (California) Unified District Education Association is seeking applicants for a new executive director. The present salary range is $14,755 to $20,355, depending on background and experience. For further information contact: Selection Committee, MDUDEA Education Center, 3550 Willow Pass Road, Concord, CA 94520.

National Education Association-Wichita (Kansas) has an opening for an assistant executive director. The salary is $12,000, based on ability and experience. Interested persons may write to: Carl F. Elvin, executive director, NEA-Wichita, 906 George Washington Drive, Wichita, KS 67211.

Education Association of Worcester (Massachusetts) will accept applications for the position of executive director. The salary is $12,500 and up. There are liberal fringe benefits. Write to: Kenneth T. Powers, Education Association of Worcester, 340 Main St., Worcester, MA 01608.

Birmingham (Michigan) Education Association has an opening for executive director. The salary is negotiable, based on qualifications and experience. Contact: C. Robert Maxfield, executive director, Selection Committee, Birmingham Education Association, 16445 West 12 Mile Road, Southfield, MI 48075.

Idaho Education Association is seeking applicants for the position of director of professional rights and responsibilities. Salary is negotiable depending upon training and experience, but it will be upwards of $13,000. Write to: Wayne York, executive secretary, Idaho Education Association, 620 North Sixth St., P.O. Box 2638, Boise, ID 83701.

names in the news

Irvamae Applegate, NEA past president and dean of education, St. Cloud State College, St. Cloud, Minnesota, has been elected to the executive committee of the World Confederation of Organizations of the Teaching Profession for a two-year term, 1969 to 1971.

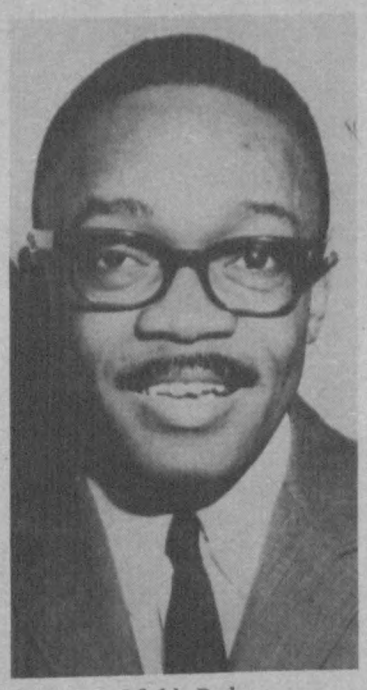
Earl M. Utterback has been appointed a legislative consultant to the National Retired Teachers Association. Mr. Utterback is executive director of the Indiana Retired Teachers Association, an affiliate of the Indiana State Teachers Association.

Alan G. Stratton, former director of the National Faculty Association of Community and Junior Colleges, has been appointed director of NEA's National Higher Education Association.

Frederick A. Rodgers, associate professor of elementary education, New York University and a Teacher Corps director (Harlem Institute for Teachers), is serving as a part-time consultant to the NEA Department of Elementary School Principals. Dr. Rodgers, a specialist in elementary curriculum, was formerly director of the New York University-College of the Virgin Islands Project in St. Thomas.

The NEA Department of School Nurses has appointed to its new National Commission on Standards for School Nurse Services-DSN the members of the organization committee—**Sally Williams,** California; **Ruby Wheatley,** Iowa; **Beatrice Shaffer,** Pennsylvania; **Ann Garber,** Connecticut, and **Rowena McAllister,** Texas—and also the following school nurses—**Helen Brion,** New York; **Gemma Jean,** New Hampshire; **Allie Gable,** Oklahoma; and **Zorada Hoge,** Minnesota.

Newly appointed director of the NEA Division of Educational Travel is **William Becker,** who was director of communications, Hamilton County Office of Education, Cincinnati, Ohio, and director of Eastern Europe and Western Europe summer seminars cosponsored by the University of Cincinnati, Xavier University, and Miami University.



Ofield Dukes

Dukes named consultant to NEA office

Ofield Dukes, former staff assistant to Vice President Hubert H. Humphrey, has been named a consultant to NEA's Press, Radio, TV Relations Division. Mr. Dukes will advise the division on improving communications between NEA and the black and other minority media.

"Human relations and the educational problems of minority groups are priority items in the PR&TV Division," said the division's director, Philip King, in making the appointment. "We are honored to have Dukes as a consultant to the division, and look forward to a widely expanded interchange of ideas with leaders in the black communications fields. Highly respected in political circles as well as in journalism, Dukes will provide direction for many of the division's communication programs in the areas of urban education, finance, legislation, and in the protection of the rights of educators."

Publishers probe school pressures

"Pressures on the Schools" will be the theme for a seminar February 24 sponsored by the Joint Committee of NEA and the Magazine Publishers Association. A former college dean, a school board member, the principal of an inner-city school, a classroom teacher, and a student will give their views on these pressures.

The seminar, to be held at New York City's Plaza Hotel, will involve educators, association officials and staff, as well as editors and writers. Registration for the seminar costs $15. Details are available from M. Ruth Broom, NEA Division of Press, Radio, and Television Relations, NEA Center.

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Discovery—*Sunday, January 25, ABC-TV, 11:30 a.m.* "Aircraft Maintenance." *February 1:* "Anacostia Neighborhood Museum." *February 8:* "The Changing Face of the Desert." *February 15:* "Nature's Strangest Monuments." *February 22:* "School for Snowfighters."

The Mirror and the Mirage—*Sunday, January, 25, CBS-TV, 4 p.m.* A study of the British artist Graham Sutherland.

CBS Reports, "The Day They Had To Close The Schools,"—*Tuesday, January 27, CBS-TV, 10 p.m.* The story of the pressures felt by school systems throughout the nation when taxpayers become reluctant to support bond issues and increases in school taxes. NEA's Division of Press, Radio, and Television Relations, NEA state affiliates, and the NEA Research Division provided guidance and data for the show. Crises are shown from Ohio to Hawaii.

The World of the Beaver—*Friday, January 30, NBC-TV, 7:30 p.m.*

The Last of the Westerners—*Wednesday, February 4, NBC-TV, 8:30 p.m.*

Hallmark Hall of Fame, "A Storm in Summer"—*Friday, February 6, NBC-TV, 8:30 p.m.* An original drama by Rod Serling.

CBS News Special, "LBJ: The Decision To Halt the Bombing"—*Friday, February 6, CBS-TV, 10 p.m.* Second of a series exploring the career of Lyndon Johnson.

Wild River—*Tuesday, February 10, CBS-TV, 7:30 p.m.* A National Geographic Society color special dealing with the imperative need for conservation of the Salmon River in Idaho.

Survival on the Prairie—*Friday, February 13, NBC-TV 7:30 p.m.* A study of the vast area of America's rolling plains.

The Man Hunters—*Tuesday, February 17, NBC-TV, 7:30 p.m.* Third broadcast of the GE Monogram Series. A search for clues to prehistoric man.

Magazines

(January 24 issue)

Saturday Review—"American Indian Education: Time To Redeem an Old Promise" by Estelle Fuchs. "New York City Principals: On the Razor's Edge" by Bernard Bard.

(February issues)

The Atlantic—"Radicalism and the Skipped Generation" by Renata Adler. "Reports: The British Constitution" by Horace Judson.

Good Housekeeping—"The Parents Can Assist Local Schools." Outlines the main areas in which parents can help in their schools.

Harper's Magazine—"The Questions Which Tear Us Apart" by David Halberstam. A critical appraisal of President Nixon one year after taking office. "Whatever Happened to Socialism?" Michael Harrington discusses the trends, history, and current potential of the 15 million-member Socialist Party. "The Performing Arts: Nowhere To Go." Igor Stravinsky discusses the disheartening state of today's performing arts.

McCall's Magazine—"One Man's America: Language and Politics" by Senator Eugene McCarthy.

NEA President George D. Fischer (left) made a brief appearance on the television show, "Ted Mack's Original Amateur Hour," on December 28. Mr. Mack presented the NEA president with an award for dedicated service to the future of education.

With NEA support

Community college professor wins suit

A former faculty member at Northern Virginia Community College has been awarded a $20,000 settlement in U.S. District Court in a teacher rights suit brought against the two-year college located in Fairfax County, Virginia. The suit was supported by NEA.

William P. Haubner, former assistant professor of police science, charged in a complaint that the college officials refused to reappoint him to his teaching post because of his activity in organizing an affiliate of the National Faculty Association of Community and Junior Colleges, an NEA unit.

NEA President George D. Fischer hailed the victory as a "landmark in NEA's battle for teacher rights and academic freedom."

Mr. Fischer said that "organizational membership is a matter of individual judgment and is not open to administrative review or approval," adding: "This case proves that and it will benefit the cause of teachers throughout the nation."

January 29 teach-in effort to key on lowered voting age

A lower voting age?

That's the question to be discussed in schools and colleges throughout the country on January 29.

A nationwide teach-in, coinciding with the U.S. Senate hearings on the 18-year-old vote, has been called for by NEA and the Student NEA. "With serious Congressional action pending, what better time than now to educate ourselves and others about the merits of extending the franchise?" asks Student NEA President Charles Gonzales.

Spokesmen for the NEA's Project 18 urge teachers and students to take time on January 29 to discuss the voting age issue and then wire or write their views to their senators and representatives. The subcommittee members are Senators Bayh, Byrd, Cook, Dodd, Eastland, Ervin, Fong, Hruska, Thurmond, and Tydings.

30,000 to attend

Top speakers set for administrators meet

Top spokesmen from America's space program, the White House, Congress, and the Department of Health, Education, and Welfare, as well as a former high official in the Johnson Administration will address the annual convention of the American Association of School Administrators February 14-18 in Atlantic City, New Jersey.

Nearly 30,000 are expected to attend this 102nd annual meeting. Participants will grapple with many of education's most challenging problems, including student unrest and racial issues.

Among the speakers will be Wernher von Braun, one of the world's leading pioneers in development of rocketry and father of the V-2 rocket; Lee A. DuBridge, President Nixon's science adviser; Gale W. McGee, Wyoming Democrat; James E. Allen, Jr., assistant secretary of HEW and Commissioner of Education; Arthur J. Goldberg, former associate justice of the U.S. Supreme Court and U.S. Ambassador to the United Nations during the Johnson Administration.

Golden Key Awards will be presented to a prominent American and a former teacher of his choice on Saturday, February 14. Other awards, including the American Education Award for 1970, will be made at the final general session on February 18.

Eleven seminars on "topics of overriding importance" include racial harmony, the ghetto, national priorities, the emerging role of the federal government, and consideration of a Department of Education and Manpower Development.

Section meetings will focus on current social and educational problems troubling school administrators, and there will be sessions on sex education, drug abuse, the educational ombudsman, grade cards, teaching respect for law and order, the black administrator, and many other topics.

March 1 is filing date for NEA candidates

March 1 is the deadline for advance filing by candidates for NEA offices in the coming year. Advance filing and publicity forms are now available from the Office of the Convention Coordinator at NEA Center.

NEA officers to be elected at the 1970 Convention in San Francisco, June 30-July 6, include the vice-president (president-elect) and two members of the Executive Committee.

The convention coordinator also has data sheets that may be completed and submitted for publication in *Today's Education* (NEA Journal) and the NEA Reporter. Communications should be addressed to NEA Center, Office of the NEA Executive Secretary, Attention: Lois V. Rogers, convention coordinator.

NEA Standing Rule 10 provides that: "Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the Executive Secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The Executive Secretary of the NEA shall cause to be published in the *NEA Journal* and NEA Reporter a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1."

Submission of filing and publicity forms does not constitute an official nomination for elective office. Official nominations take place at the first meeting of the NEA Representative Assembly, as provided in NEA bylaws, whether or not candidates file in advance.

A candidate must have been a member of the NEA for the five-year period immediately preceding his candidacy; he must also have been a member of his state and local affiliate, if such memberships were available to him, for the same period of time. All who file will receive a copy of rules and guidelines for the conduct of campaigns.

$44,000 distributed to Hurricane Camille disaster victims

More than 110 teachers in Louisiana and Mississippi got grants and loans from the Hurricane Camille NEA Disaster Fund during the past few months. The teachers received more than $44,000.

Hurricane Camille struck the Gulf Coast of the two states last August, leaving many teachers without homes and personal possessions. NEA began collecting money for the teachers and assigned former NEA membership director Ivan A. Booker to direct the aid effort.

Officials of the NEA Du-Shane Emergency Fund, who are coordinating the grants and loans, report that about $11,000 has been donated by members to help the hurricane victims, leaving about $34,000 still needed to replenish the fund.

Contributions may be sent to: Hurricane Camille, NEA Disaster Fund, 1201 16th St., N.W., Washington, DC 20036.

Teacher educators will convene on theme, 'The Past Is Prologue'

Don Davies, associate commissioner, Educational Personnel Development, U.S. Office of Education, will deliver the fifth Florence B. Stratemeyer Lecture during the 50th anniversary conference of the Association for Student Teaching February 25-28 in Chicago. Dr. Davis' topic is "Teachers Will Be Professionally Educated."

Theme of the conference is "The Past Is Prologue." Allen Patterson, AST historian, will present "The Historical Perspectives on the Future" at the first general session.

Other speakers include James E. Allen, U.S. Commissioner of Education, whose topic is "The Federal Government and the Education of Teachers"; and Fred Wilhelms, executive secretary of the Association for Supervision and Curriculum Development, who will give the Charles W. Hunt Lecture. AST participated with the American Association of Colleges for Teacher Education in the selection of this year's lecturer.

A symposium on "Conditions in the Professional Context Relevant to the Education of Teachers" will provide statements on student power by Charles Gonzales, Student NEA president; staff differentiation by Bernard McKenna, associate secretary of the NEA National TEPS Commission; teachers for the ghetto by Samuel Shepard, Jr., St. Louis Public Schools; and professional negotiation by Wesley Wildman, University of Chicago. Participants will then discuss how teacher educators might view and deal with these conditions in the future.

On the opening day of the conference, participants may visit teacher education programs in action in any of at least 10 institutions in the area.

AST members have approved a new name which becomes effective September 1, 1970. The organization will then be Association of Teacher Educators, a national affiliate of NEA.

Adult educators present citation to LBJ

NEA adult educators last month honored former President Lyndon B. Johnson for the leadership and inspiration he provided to American teachers, including those in adult education, during his tenure in the White House. Presenting the special citation (above left) is James Dorland, executive secretary of the National Association for Public Continuing and Adult Education, a national affiliate of NEA.

Kansas reports on legislation

Political action in 1969 by the Kansas State Teachers Association led to "one of the most successful educational legislative sessions in Kansas in the past several years," KSTA officials said this month. The association's program involved dividing the state into 11 political action districts and employing part-time coordinators in each area.

The Kansas legislative record for 1969 includes:

- Passage of $27 million more in state aid to schools
- Enactment of a Professional Teaching Practices Act
- Passage of legislation allowing school boards to employ noncertificated persons to assist professionals
- Approval of the right of teachers to payroll deductions
- Authorization to local school boards to buy group insurance for their employees.
- Legalization of tax-deferred annuities for teachers
- Establishment of four more bases for appeals to exceed budget limits
- Continuation of a local school board's right to make a 4-mill building fund levy, with authority to bond
- Modernization of the Kansas vocational educational system.

National leisure conference set

A national consultation on leisure and the quality of life has been called for March 8-11 jointly by the American Institute of Planners and the American Association for Health, Physical Education, and Recreation.

The purpose is to explore the leisure dimensions of this country's future environment and what it can contribute to improving the quality of life for all Americans during the next 50 years.

Delegates will identify critical issues and problems which influence leisure policy and examine in depth commissioned papers on various dimensions of the theme. Specific topics include environment for leisure, leisure and human health, education in a world of leisure, and policy implications.

Some 200 participants are expected to attend the national conference at the La Costa Hotel and Leisure Community, La Costa, California.

Further information is available from AAHPER at NEA Center.

Russian visitors at NEA Center

Two members of the Soviet Education Delegation recently called at NEA Center. Left to right above are Aleksandre Vasilyevice Peresykin, high school teacher of English in Kuybyshev; and Petr Platonovich Adovichenko, minister of education for the Republic of the Ukraine.

South Central principals set theme

"Changing Perspectives" will be the theme of the 21st annual conference of the Association of Elementary School Principals of the South Central District February 17-20 in Houston. Major emphasis of the conference will be on the process of innovation and the role of the elementary principal and supervisor as an agent of change.

National sanctions

The NEA Executive Committee has declared the following district or system to be under national sanction:

- Richmond (California) Unified School District

At press time, the California Teachers Association had asked NEA to remove this sanction.

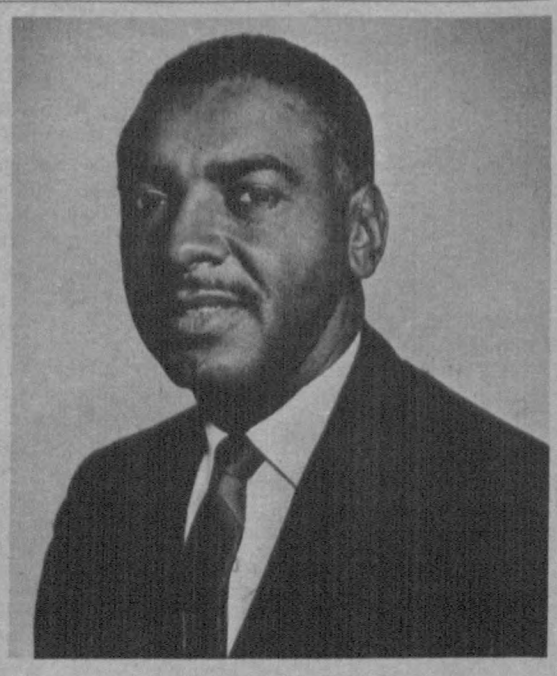
Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Ukiah Unified
• Colorado Education Association	Colorado Public Schools
• Delaware State Education Assn.	Delaware Public Schools
• Georgia Teachers and Education Assn.	Pike County Schools
• Illinois Education Association	Decatur Dist. No. 61
• Indiana State Teachers Assn.	Metropolitan School Dist. Southwest Parke County
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Erie Public Schools

The California Teachers Association lifted sanctions from the Richmond Unified School District on December 20. The community approved a tax increase, and the district's teachers and the board of education reached an agreement to add $1.4 million to the budget for reducing class size, promoting integration, strengthening a teacher aide program, and improving salaries.

Carl V. Hodges



Horace E. Tate

Georgia merger becomes effective in May

Steps have been completed to bring about a merger of the dual state education associations in Georgia. Last March, the predominantly black Georgia Teachers and Education Association voted on a merger plan worked out over several years by representatives of the state's two associations. In May, the GTEA votes were counted at the same time that delegates of the predominantly white Georgia Education Association cast their ballots. Both associations approved the merger plan and in November met together and approved a constitution setting up the new organization—the Georgia Association of Educators. Last month a three-man screening committee selected Carl V. Hodges (left, above), executive secretary of GEA since 1968, to be executive secretary of the new association. GTEA executive secretary Horace E. Tate (right, above) will be associate executive secretary of the new GAE. The screening committee was comprised of one person named by each association and a third member agreed upon by them.

Social studies teachers debate Viet Nam and censorship

"Our involvement in the Viet Nam war is destroying the positive image of the United States throughout the world" and is "immoral," states a resolution passed by the House of Delegates of the National Council for the Social Studies during its annual convention in November in Houston.

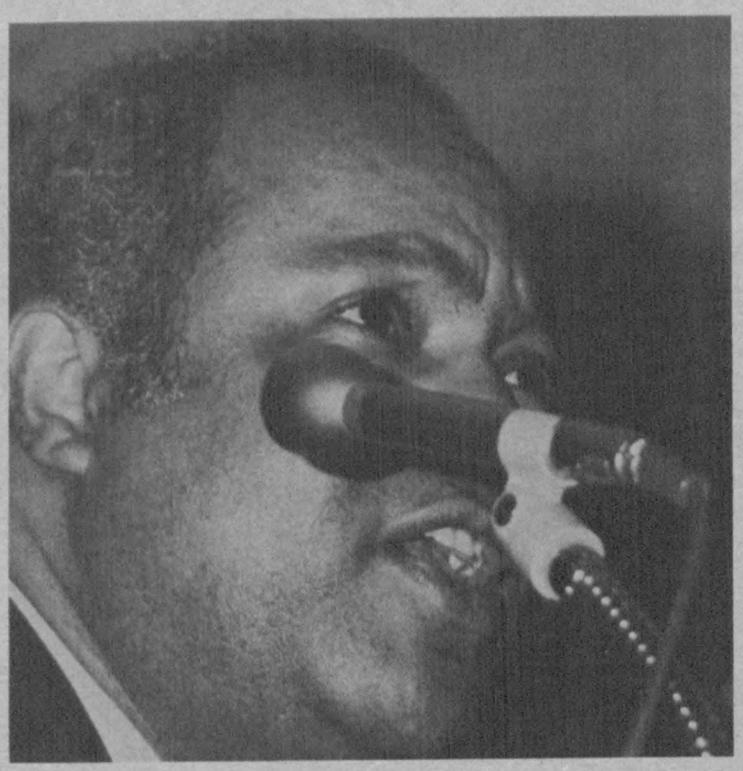
The adopted resolution, which was a substitution for a more strongly worded proposal, urged the government to "exert every effort" toward military disengagement. More than 3,000 social studies teachers and other educators attended.

The delegates also adopted a resolution opposing censorship of contemporary literature. The proposal supports the right of teachers to select such literature and other teaching materials, keeping in mind the relative maturity of students. It also "opposes efforts by school administrators, boards of education, or other groups to censor or restrict" such materials.

In other actions, the House of Delegates voted to have NCSS contribute $1,000 to the Martin Luther King, Jr., Memorial in Atlanta, and urged the membership to make individual contributions; passed a resolution urging implementation of a recent Supreme Court decision which ruled, in effect, that desegregation can no longer be delayed; urged Congress to establish a National Social Science Foundation; and called on the Nixon Administration to support education by releasing funds appropriated by Congress.

The delegates accepted "in principle" the major recommendations of a task force report, some of them on social issues. One section, on "racism and social justice," for example, declared that "either the NCSS becomes a militant and outspoken critic of practices and materials in our field that perpetuate social injustice or it will add to its image of a 'nice middle-of-the-road' group that really stands for the worst things in our society because of its silence."

Among the speakers at the conference was Kenneth E. Boulding of the University of Colorado, who in his address on "Toward the Year 2000" included the following predictions: In the 1970's there will be a smaller proportion of young people than there was in the 1960's and perhaps as a result much less of a youth problem. . . . A major depression seems unlikely in the United States, but it is not wholly impossible if there is a decline in gross private domestic investment. . . . There are signs of a minor political earthquake in the United States. The two great political unknowns are the formation of coalitions and the development of charismatic personalities. . . . If in the 1970s or after we get the pleasure wire, already possible with rats—that is, direct stimulation of the pleasure center of the brain—the possibilities of cheap and permanent ecstasy are quite frightening. . . . Pressure on the cities is going to diminish simply because there are no longer any large rural populations to go into them.



Calling on the nation's social studies teachers to "transform ethnicity into cultural pluralism" in the 1970's, James Farmer, Negro civil rights leader and assistant secretary of the U.S. Department of Health, Education, and Welfare, told participants attending the Houston conference: "There is nothing wrong with honoring our heritage, only in rejecting it. We must not reject it but put it into context." With a plurality of cultures, he added, can come a pride of all races in being human. "That's the largest message to get across to the nation." In the 1970's, Mr. Farmer concluded, the schools must open their doors to the poor communities and go out into the communities themselves to "involve youngsters in discussions of problems and issues in the communities."

R. Buckminster Fuller, architect and inventor, predicted an automated world in which man will no longer have to "earn his right to live." Speaking to participants attending the NCSS conference, he added: "More humans know more about humans" today than ever before. They are aware of problems they now have, he continued. They are also aware of the greater potential than ever before for solving these problems. Man is as successful as he has been because of the extraordinary universe in which he lives, Mr. Fuller said. Someday man will participate in shaping his life more directly—by shaping his heredity and capability for knowledge. But man's "must earn a living" doctrine blinds him to his potential for greater growth and development, Mr. Fuller said.

Principals plan series of executive seminars

The National Association of Secondary School Principals and the NEA Department of Elementary School Principals have completed plans for a series of executive seminars on "The Principalship in the 70's—Improving Administrative Skills in the Negotiation Setting." The seminars are designed to help prepare building administrators to deal effectively with the challenges that negotiations present—to recognize and improve the skills associated with their increasing management responsibilities.

The program and objectives for the seminars have been developed by a joint NASSP-DESP advisory committee and staff personnel of both organizations. The participants will be exposed to role playing; simulation and modeling; multimedia presentations; computer-assisted instruction; self-instructional materials; pre- and post-test evaluations.

The executive seminars will be repeated across the country to minimize travel costs to the participants and to maximize participation in the geographical areas. The seminars will be held: March 5-7 in Washington, D.C.; April 26-28 in Chicago, Illinois; May 3-5 in Seattle, Washington; and May 17-19 in San Diego, California.

To secure registration forms and further information, write to: NASSP-DESP Executive Seminars, NEA Center.

Urban elementary principals urge action

Officers of 25 large-city elementary school principals associations, meeting at NEA Center in November, made a strong plea for the NEA Department of Elementary School Principals to serve as a clearinghouse for information on major programs in large cities by gathering data, summarizing and analyzing information, and disseminating the findings to the cities concerned; and to eliminate dual associations by encouraging the implementation of the DESP resolution on dual associations.

The two-day work sessions, sponsored by DESP, were devoted to small group discussions of critical issues in education and mutual concerns confronting principals in large cities. The officers and other key persons in elementary school principals associations—from 17 states and the District of Columbia—were from cities with more than 300,000 population.

Among the action programs suggested by the conferees, the following areas were underscored: participation of principals in school district policy making; more equal distribution of funds (including federal funds) between elementary and secondary schools; and in-service education programs. Special attention was given to staffing to meet the problems of decentralization with community involvement and to establishing more effective communications within the school systems.

Overseas teachers will appeal decision on back pay

The Overseas Education Association has instructed its legal counsel to file an appeal with the Fourth Circuit Court of Appeals relative to the adverse decision of Judge Oren Lewis on its back-pay case.

On November 24, Judge Lewis rendered an adverse decision, holding that the U.S. Secretary of Defense had not arbitrarily denied full salary payments authorized in the law enacted by Congress in 1959. The decision held that the Secretary of Defense had discretion in establishing teacher salary rates in overseas dependents schools from 1959 to 1965.

The OEA appeal from the lower court decision will be based on PL 86-91, enacted in 1959, which states in effect that the Secretary of Defense shall carry out the law.

Overseas litigants are requested to send contributions to cover the costs of the appeal to: Back-Pay Fund, Overseas Education Association, Raimundstrasse 33, 6 Frankfurt/Main 50, Germany.

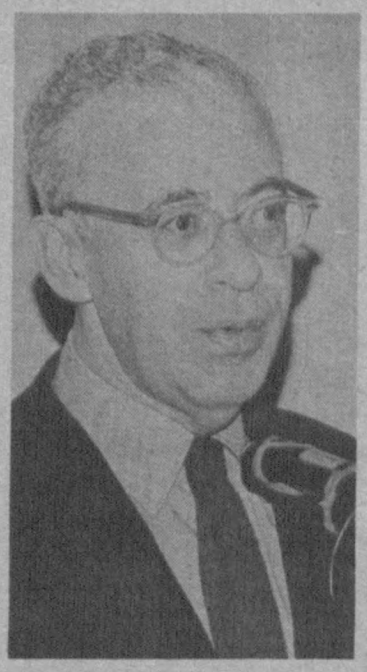
Bearded Delaware teacher retained by school board

A bearded Delaware teacher —backed by his professional associations—has been retained in his job as assistant athletic director in the Seaford schools.

On November 17, the Seaford school board told Gary White that he must appear clean-shaven to retain his position. Delaware State Education Association officials, appearing before the school board on November 24, with advice from the NEA Office of General Counsel, defended Mr. White's Constitutional right to wear his hair as he wished. On December 8, the board announced its change of heart.

DSEA officials said they were prepared, had it been necessary, to take the case to court.

Last spring, in a similar case, a bearded teacher in Monson, Massachusetts, was retained after defense by NEA's Du-Shane Emergency Fund, the Massachusetts Teachers Association, and his local education association. The teacher, David Lucia, also won compensatory damages through a court order.



Urban association leaders tackle power, creativity, and student unrest

Accept conflict "as the cradle of everything creative," Saul Alinsky (at left), Industrial Relations Foundation, told conferees attending the annual meeting of the Urban Executive Directors Association and the National Council of Urban Education Associations recently in Washington, D.C. Referring to the NCUEA conference theme, "Power Through Collaboration," Mr. Alinsky told participants to "go out and build the power, then talk about collaboration. . . I am fascinated," he continued, "with your potential. It is beyond that of any other segment of American society." He told the educators to recognize power, and not to be afraid of it. "Conflict, creativity, and power go together," Mr. Alinsky said. He criticized the education profession for its collective "allergy to taking risks in controversial situations," and advised, "Go into the world as it is, not as you would like it to be." One of the five caucus sessions which ran concurrently during the conference was the student unrest group (shown above). Other groups studied legislation and politics, local and community organizations, facing the right wing, and the urban-suburban dilemma.

Veto threat...

(Continued from page 1)

priorities.

Just prior to adjournment, the House agreed to accept the conference's decision, and the Senate held off from doing so only to prevent a Presidential veto while Congress was not in session. The Senate was expected to vote to accept the conference figures when Congress reconvened this month.

The Emergency Committee for Full Funding, the group of education organizations spearheaded by NEA which lobbied for the increased funds, is now working to get enough votes to override the Presidential veto. If the education lobby can help to rally the necessary two-thirds of both the House and the Senate to override the President, then the Labor-HEW appropriations, with the additional billion dollars, will become law over the President's objections.

At its meeting early this month, the NEA Executive Committee voted to urge strongly "that all individual members of the Association, personnel in state and local affiliates, and NEA staff members use every available method, including personal contact, telegrams, letters, and telephone calls, to seek the commitment of members of Congress to maintain the level of federal funding for education as provided in the 1970 HEW-Labor-OEO appropriations bill Conference Report as passed by the House of Representatives on December 22, 1969."

The Executive Committee said that, in the event of a Presidential veto, it urges "the Congress of the United States to keep faith with the children and youth of the nation by overriding the President's veto."

ACT conference scheduled in July

The Association of Classroom Teachers, NEA, will hold its 1970 Classroom Teachers National Conference at the University of California, Irvine, July 7 to July 18.

Status of major education bills at end of first session—91st Congress

Bill	House	Senate	Provisions and Comments
General Education Assistance Act of 1969 HR 10833 S 2199	Hearings concluded	In committee	NEA bill to authorize payments of $100 per school-age child to the states for increasing teachers' salaries and meeting other urgent needs. Bill provides additional $2.5 billion for poorer states.
Professional Negotiations Act for Public Education, 1969 S 1951 HR 12484	In committee	In committee	Establishes a Professional Education Employees Relations Commission in HEW to mediate disputes between school boards and teacher organizations. Authored by NEA, bill provides recourse to Commission should either side refuse to negotiate.
Elementary and Secondary Amendments of 1969 HR 514 S 2218	Passed April 23	Ordered reported by full committee	HR 514 extends ESEA through fiscal 1972 and consolidates several programs. S 2218 is a 4-year extension and contains $1.5 billion in increases mostly for Title I. Both expand impact-aid program to include children who live in public housing.
Medicare for Teachers S 2969 HR 12473	Hearings concluded	In committee	Extends Medicare coverage to teachers not presently covered, through agreements between HEW and state governments.
School Lunch Amendments HR 515	Passed March 20	Hearings concluded	Amends National School Lunch Act of 1946 and Child Nutrition Act of 1966, establishing uniform criteria for eligibility; requires states to provide at least 4 percent of the state matching requirement (3-1) from state tax revenues for FY 1971 & 1972, adding 2 percent each year until such revenues make up 10 percent of matching requirement.
School Lunch Reform Act S 2548 HR 14660	Introduced November 4	Hearings concluded	Similar to HR 515 but increases food authorizations to $300 million by 1972.
Special Milk Program for Children HR 5554	Passed May 6	In committee	Makes special milk program permanent, with authorization of $125 million annually.
Economic Opportunity Amendments of 1969 HR 12321 S 3016	Signed by the President December 24, 1969 Public Law		Extends the Economic Opportunity Act for two years. Amendment allowing governors veto power over the Legal Services Division of OEO was deleted and drive to turn control over to the states was defeated.
Labor-HEW Appropriation FY 1970 HR 13111	Passed conference report	Conference report pending	Provides operating funds for U.S. Office of Education and antipoverty programs. The final bill is $1 billion above the Administration request. Funding for ESEA Title I was dropped in conference.
Manpower Development Bills HR 10908 HR 11620 HR 13473—S 2838	Hearings in progress	Hearings in progress	Establishes new manpower policies with more authority to the Department of Labor.
Grant Consolidation Act HR 10954 S 2035	Hearings concluded	Hearings concluded	Gives the President power to consolidate federal assistance programs; becomes law within 60 days if Congress does not register objection.
Guaranteed Student Loan Bill HR 13194	Public Law 91-95		Raises government guaranteed interest on student loans from 7 percent to 10 percent.
Vocational Education Extension Act HR 13630	Passed December 16		Extends to 1972 the vocational programs established by the Vocational Education Amendments of 1968. On Senate side contained within ESEA.
Mobile Teachers Retirement Act HR 13916	Hearings concluded		Improves education by increasing the freedom of teachers to cross state lines without losing all retirement benefits.

nea reporter

Published by the National Education Association

Vol. 9, No. 2 | February 27, 1970 | 7 | Washington, D.C.

'Insult to black Americans'

NEA opposes Judge Carswell nomination

The NEA Board of Directors has announced its opposition to the confirmation of Judge G. Harrold Carswell as Associate Justice of the U.S. Supreme Court.

NEA President George D. Fischer said the confirmation of the Florida judge would be "a gratuitous insult to black Americans." He termed Judge Carswell "a man without compassion for those who have suffered racial injustice" and said that the nation's highest court would be weakened greatly by the presence of such an undistinguished Justice.

In letters to President Nixon and individual members of the Senate, Mr. Fischer said that NEA urges withdrawal of the nomination or defeat of the confirmation attempt. The NEA president said expression of opposition on behalf of the Association also has the approval of its nine-member Executive Committee.

Last year, NEA also opposed the confirmation of Judge Clement F. Haynsworth, Jr., to the Supreme Court. Opposition to Judge Carswell, like that to Judge Haynsworth, is based, among other things, on the judge's record on civil rights, both on and off the bench.

"Judge Carswell's blatantly racist 1948 campaign speech, when he said 'I yield to no man . . . in my firm, vigorous belief in the principles of white supremacy . . .' is not rebutted by his subsequent record," President Fischer said. Rather, he added, "it casts serious doubt upon whether Judge Carswell has actually changed his views."

As evidence of some of Judge Carswell's extrajudicial actions which render him unfit for the high court post, Mr. Fischer pointed to the judge's role in 1956 in connection with a Tallahassee golf course. At that time, the municipal course, which had been open to all races, was converted to a white-only club, with Judge Carswell serving as a director and incorporator.

NEA's concern over the Carswell and Haynsworth nominations is consistent with the Association's policies and practices, Mr. Fischer noted. A long-standing NEA resolution states that education should be "non-segregated," and another asserts that "individual personality is enhanced and the national interest furthered by educational opportunity that involves children, formally and informally, in diverse cultures."

Congress seeks compromise on school funds

Congress is still grappling with the problem of just how much federal money schools will get for the current fiscal year—eight months after it began.

Following a major confrontation between the chief executive and the Congress, in which NEA and other education groups played a major role, the House Appropriations Committee was charged with wrestling out a compromise on the 1970 education budget which President Nixon vetoed on nationwide television January 26th.

President Nixon vetoed the bill primarily, he said, because of the $1.1 billion "inflationary" increase in education funds which Congress added at the urging of the Emergency Committee for Full Funding—the NEA-inspired, 70-member education lobby. Now the Appropriations Committee must hammer out an alternative version of the almost $20 billion 1970 Labor-HEW budget that is acceptable to both the pro-education Democrats who hold a majority and the inflation-minded Republicans and Southern Democrats who voted for the education rollback.

Washington observers think Mr. Nixon won a large number of Congressional votes by offering a dollar compromise on the popular but controversial impact aid programs, which gives money to school districts educating children who live on the tax-exempt federal property (385 of the 435 Congressional districts receive impacted aid).

The vote was 226 to 191 to sustain the President's veto; 62 Representatives—57 of them Republicans—switched their previously pro-education votes, leaving the education lobby 52 votes short of the two-thirds necessary to overturn a Presidential veto.

President Nixon has offered to compromise on a bill $450 million above his original $3.2 billion request, but $550 million less than the vetoed appropriation. Democrats seem to favor a figure which would shave only $400 million from the $1.1 billion increase, but the main struggle is over a provision which would give Mr. Nixon discretionary power to spend the money as he sees fit. If that passes, the money figures would become meaningless and the President would have what amounts to a precedent-shattering, item-by-item veto.

1971 budget

Even when the House committee works out a 1970 compromise bill, its work will be far from over. President Nixon has just unveiled his $3.55 billion 1971 education request (fiscal 1971 starts July 1). The new Nixon budget is little better, in the eyes of educators, than the 1970 recommendations which caused the controversy in Congress and formation of what has come to be known as "the second most powerful lobby on the Hill"—the education lobby. Mr. Nixon's skimpy 1971 budget virtually guarantees the continued existence of the Emergency Committee coalition.

With minor exceptions, the President's 1971 education budget is a revival of the 1970 version with what NEA President George D. Fischer called "a few modest increases to support his pious expression of concern about urgent domestic needs."

The impact aid program,

(See Education Funds, page 2)

Iowa votes unification as of July

The delegate assembly of the Iowa State Education Association has adopted unified professional membership effective July 1, 1970.

The vote on February 6 climaxed a campaign by the ISEA membership committee to speed the progress of unification in the state. Previously, Iowa had a commitment to adopt statewide unification when 51 percent of the ISEA active membership was represented by unified local associations.

The Iowa vote brings to 27 the number of state-level affiliates which have adopted unified professional membership.

Unified states now include Alaska (effective 1968), Arizona (1947), Delaware (1969), Florida (1969), Hawaii (1945), Idaho (1947), Iowa (1970), Kansas (1969), Kentucky (1968), Maine (1970), Maryland (1973), Massachusetts (1970), Michigan (1967), Minnesota (1969), Montana (1945), Nevada (1949), New Hampshire (1970), New Mexico (1968), Oregon (1944), Pennsylvania (1969), Rhode Island (1969), Utah (1970), Washington (1963), West Virginia (1959), and Wyoming (1968). Also unified are the District of Columbia (1969) and the Overseas Education Association (1969).

Los Angeles teachers okay unification, merger, and dues hike

Los Angeles teachers have voted to unify their organization, merge with the local teachers union, and raise their dues substantially (see story, page 3). Above, city, state, and national representatives gather at a rally held following the successful vote on merger and unification. Left to right, they are: Richard D. Batchelder, executive secretary, California Teachers Association-Southern Section; Larry Sibelman, former president of the Los Angeles teachers union, now executive vice-president of the new organization, United Teachers-Los Angeles; Margaret Lemmer, CTA president; Robert Ransom, UTLA president; Raoul Tielhet, president, California Federation of Teachers; Jack Rees, CTA executive secretary; and Roy Archibald, NEA West Coast director.

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

Let's become America's number one lobby

One thing is very clear to me about the politics of the 70's: Education will command the attention and respect of every elected official at every level of government. This will happen because a unified teaching profession has alerted the nation by forcing the issue of school funds to the front page of every newspaper in the country.

An unprecedented effort by NEA and other interested organizations has produced several notable achievements:

(1) Congress increased educational funding $1.1 billion over that requested by President Nixon.

(2) The President felt that public pressure was so great he went on television in an attempt to justify his veto.

(3) It seems likely that more than $400 million of the increase will be restored when final agreement is reached in the legislation.

(President Nixon's offer to compromise on the section of the legislation he declared most objectionable is the reason his critics have called his actions cynical.)

America's teachers should be proud of their efforts to put education where it belongs in the ranking of national priorities. Working together, we have persuaded Congress and the Administration to give more than lip service to the young, the undereducated, and the underemployed of our nation.

None of this would have happened without dedication and hard work by teachers and allied education interests. But the job of improving our schools will continue to require all that we can give it. We have aroused public opinion and moved our elected representatives. The next step is to promote general federal aid for education: increasing the federal contribution to one-third of the cost of educating our young.

What we are proposing is neither inflation nor deficit spending. A sound national investment in education will yield rich returns in taxes, cut welfare costs, and guarantee the survival and continued growth of this great nation.

Let's keep at it. Congressional leaders have called us the "second most powerful lobby on Capitol Hill." Let's finally be recognized as the number one lobby in America.

—George D. Fischer, NEA president

EDUCATION FUNDS...

(Continued from page 1)

which Mr. Nixon has severely criticized, received the severest treatment. No money is requested for the maintenance and operation of federally impacted school districts. The Administration plans instead to come forth with legislation which would modify present law and provide $425 million to be distributed on the basis of need.

The areas which benefit in the fiscal 1971 budget are vocational education (which gains $10 million in the cooperative work program), education for the handicapped, educational television (up $5 million from1970), early childhood programs, and civil rights (which jumps $10 million to help schools in the process of desegregation).

In other areas, however, spending is sharply reduced. In higher education, for example, all money to land grant colleges is eliminated, direct student loans and university construction grants are severely cut back, and there is a pronounced shift toward private loans with federal interest subsidies.

The following table shows highlights of the 1971 appropriations request:

HIGHLIGHTS OF 1971 APPROPRIATION REQUEST (in thousands)

Program	1969 actual	1970 estimate	1971 estimate
Elementary and Secondary			
Educationally deprived children	$1,122,843	$1,226,000	$1,300,000
Supplementary centers	309,629	116,393	116,393
Federally affected areas			
Maintenance and operation	505,899	187,000	0
Construction	52,753	14,416	21,049
Dropout prevention	4,997	15,000	15,000
Bilingual education	7,500	10,000	10,000
Handicapped	78,850	85,850	95,000
Strengthening state depts. of ed.	29,691	29,750	29,750
Planning and evaluation	199	8,825	9,250
Vocational and Adult Education[1]	305,377	336,377	359,507
Higher Education (student and institutional aids)	718,627	810,680[2]	815,800[2]
Education Professions Development	192,800	126,100	136,100
Research and Training	89,417	113,376	118,329

[1] Includes adult basic funds under Community Education in 1969 & 1970 budgets.
[2] Includes funds for College Personnel Development under EPDA in 1969.

'G'WAN,' SOMEONE HAS TO GO, AND YOU'RE IT!'

Distributed by Los Angeles Times SYNDICATE

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Letter to members

A Wisconsin association thanks NEA

Dear NEA Members:

The St. Francis Education Association, St. Francis, Wisconsin, wishes to express thanks to the NEA Executive Committee and the entire NEA membership for the backing and assistance we received during our recent crisis in September of 1969 [when teachers struck to force acceptance of a fact-finder's recommendation for higher salaries]. We owe our appreciation to the entire NEA for the financial assistance in the form of a grant of $750 and interest-free loans given us.

We are thoroughly convinced that the NEA as well as the state associations are as close as the telephone. We found it true many times during our action of withholding services. We feel that when an association such as ours, 109 strong, can receive the attention and services as quickly and as efficient as we were able from the NEA, everyone may do the same on a moment's notice.

All NEA directors and staff are to be commended upon their availability and their execution of their duties. These are very efficient people we have working in our behalf. We hope that teachers over the entire nation, if not aware of this, will become aware. So many feel that NEA is a distant organization, but we have found otherwise.

Our recommendations are that all teachers across the nation become aware, become active, become inquisitive, and become members of the unified profession. Please put your faith and future in the NEA so they will be there in your time of need.

Sincerely, we hope that all members will share this letter with all teachers, NEA members, and non-members. Our strength is in numbers, finances, and qualified assistance of the NEA. We have used them and have realized that without them we would have been a very lonely, beaten group of teachers. We can now, however, hold our heads high and continue our work without fear.

Thank you NEA.

Charles R. Wynn
SFEA President

Oklahoma gives youth a voice

The voice of youth has been guaranteed a hearing with the Oklahoma Education Association. The association announced last month that its education policies commission now includes five student advisors—two representing high schools and three representing colleges.

"We have many young teachers who are members of OEA," said its president, Dorothy Barnett. "However, the executive commitee feels that the OEA education policies commission, which is responsible for long-range planning, should be able to listen to student opinions from the high school and college levels."

nea reporter

Published monthly from September through May (except December) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036. Telephone Area Code 202, 223-9400

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EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

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Professional unity

Los Angeles teachers unify, merge, raise dues

Los Angeles teachers have moved toward complete professional unity and a dramatically stronger local organization.

By a 7 to 5 margin, the 19,200-member Association of Classroom Teachers-Los Angeles (ACT-LA) voted to:

- Unify, local-state-national, effective September 1970. The action brings NEA's largest local affiliate into the unified membership column.
- Merge with the Los Angeles branch of the American Federation of Teachers. The new organization, formed February 1, is called United Teachers-Los Angeles.
- Raise their dues from $40 a year, to 1.5 percent of the starting teacher salary ($108 in 1970-71).

Although combining the issues produced a majority smaller than any of the three might have received by itself, the "unity package" won by 57.5 percent of the votes cast; 6,760 to 4,997.

About 78 percent of the 17,000 teachers holding full membership in ACT-LA mailed their ballots in.

In the far smaller AFT local, 2,239 members voted to merge with the NEA unit. Only 57 cast nay ballots—a pro-merger edge of nearly 40 to 1.

Though the merger aspect captured most of the headlines, the Los Angeles balloting reaffirms the two-way unification voted last spring by the 90,000-member Southern Section of the California Teachers Association.

The remaining 85,000 CTA members are in sections not requiring unified membership. Since only 3,500 ACT-LA members belonged to NEA—and just 8,000 to CTA—prior to the vote last month, the advent of three-way unification in the nation's second-largest school system is expected to encourage a bid for statewide unification this spring.

Unity plan

The Los Angeles "unity plan" provides a unique solution to a problem facing teachers wherever NEA and AFT rivals face one another.

UTLA, the merged unit, is the strongest organization Los Angeles teachers have ever had. Nearly 88 percent of the district staff belongs to the new group.

All teachers in UTLA will hold unified membership; individuals will have a choice of state and national affiliation. Those committed to association principles and programs will elect CTA and NEA membership. Those preferring the union will check the AFT on both levels.

"We brought all Los Angeles teachers together on the local level," said UTLA President Bob Ransom, "because we could not permit the children of this city to suffer a substandard education any longer.

"Of course, we hope that our initiative will give impetus to unity on the state and national levels. We believe that teachers fighting teachers impedes educational progress. We decided that the challenges facing teachers and education in Los Angeles were too enormous for us to waste any more time, energy, or money in organizational wrangling."

At the first official UTLA function, the featured speaker was NEA President George D. Fischer.

Mr. Fischer praised Los Angeles teachers for having "the courage to take the step forward you've just taken—for saying to your colleagues around the country, 'it's time we quit bickering among ourselves, and wasting human and financial resources, and get down to the job at hand.'"

Mr. Fischer addressed 600 former ACT-LA and AFT members at a building representatives' conference held in San Diego February 6-8.

At press time, San Francisco teachers were meeting to discuss a merger between the San Francisco Classroom Teachers Association and the local teachers union. SFCTA's executive board authorized the discussions last month and the union membership voted to authorize exploratory merger talks.

Last week the teachers of Syosset, New York, announced that the Syosset Teachers Association and the Soysset Federation of Teachers had been reorganized into a single united front for negotiation.

Political action clinic draws over 200

Ester Wilfong of Washington, D.C., a member of the NEA Citizenship Committee, delivers the keynote address at the Harrisburg, Pennsylvania, Political Action Clinic, January 9-11.

Thomas Robinson (left), former chairman of the NEA Citizenship Committee, talks with Albert Dallao, a clinic participant from Shoemakersville, Pennsylvania. More than 200 educators from 17 states and the District of Columbia took part in the clinic.

Kentucky teachers call for statewide walkout as legislature fails to provide school funds

Schools across Kentucky were on the verge of being closed down by a statewide teacher walkout as the final page of this issue of the Reporter **went to press. Only the starting date of the work stoppage remained unofficial. The Kentucky Education Association's board of directors had agreed on the plan of action and the date. The KEA Delegate Assembly had planned to meet on February 14 to vote official authorization of the walkout. That day's snowstorm, however, left so many of the 687 delegates without transportation that the Assembly meeting had to be postponed.**

The only development that could conceivably prevent the walkout would be proof of significant progress on pending education bills in the state legislature. In view of the almost total lack of legislative progress to date, however, little hope was held of such a timely development.

Kentucky teachers back walkout by over 3 to 1

A district-by-district poll revealed that a statewide work stoppage was strongly favored by Kentucky teachers at a rate of better than 3 to 1. In some districts, over 80 percent of the teachers stated that they were ready to participate in the walkout; in several, it was over 90 percent; and one small district reported that the "yes" response turned out to be 100 percent.

Kentucky teachers endorse such strong action at this time because of shockingly disappointing developments. In January, when this legislative session opened, Kentucky's governor presented budgetary proposals for the next two years. He recommended no additional money for the public schools or for teachers' salaries and welfare benefits. Adding insult to injury, the governor's $3.1 billion budget scheduled all but $18 million of the expected revenue for the coming biennium. That limited amount was left for legislators to play with. They could choose between a negligible tax cut and a negligible salary increase for teachers or negligible increases in other appropriations.

If all this pittance were used for teachers' salaries, the hike would not even meet the cost-of-living increase that other state employees are getting automatically. Yet teachers would be cast as villains who would deny tax relief for others in order to line their own pockets.

Through January and into February, Kentucky teachers witnessed continued legislative inaction on the bills KEA backed.

The legislature, which meets every two years and for only 60 working days, is due to end the current session before the end of March. Time for legislation, therefore, is quickly running out and the only alternative to strong protest action would be meek acceptance of another two-year wait while Kentucky's low expenditure for schools further declines and teachers' low salaries fall still further behind the rising cost of living.

If the state legislature fails to provide new additional funds for the next two years, no improvements in educational programs or in teacher welfare will be possible because there is no alternative to state financing. By action of the state legislature in recent years, exceedingly low property tax ceilings have been set and those ceilings have been reached in the vast majority of localities. Since the property tax, the only local revenue resource available for education, cannot be tapped for new revenues, the state is the only source there is.

While new fiscal support is urgently needed, it is not the only legislative priority set by Kentucky teachers and KEA.

Actually, KEA's Delegate Assembly set four top priorities and gave them equal weight: (1) passage of the professional negotiation bill developed by KEA's Commission on PN; (2) removal of the limitation on local school tax rates; (3) fringe benefits, including group insurance; personal, sick, and sabbatical leaves; and optional teacher retirement on full benefits after 30 years of service regardless of age; and (4) an annual cost-of-living increase of 6 percent on the base salary.

Why Kentucky teachers consider their requests fair

As a result of the legislation passed at the state level two years ago, Kentucky's average expenditure per pupil in 1968 ranked 42nd in the nation; the average salary for all teachers ranked 43rd. On the other hand, Kentuckians pay lower property taxes than the citizens of seven neighboring states pay. At least three of those states have an average per capita property tax that is a good deal more than double the tax paid in Kentucky

However, when it comes to Kentucky's financial potential, when personal income figured on a per-pupil basis is assessed, Kentucky ranks 27th in the nation.

To achieve fuller funding, therefore, KEA urges: removal of present limitations on the amount of property taxes that can be levied for school purposes; passage of a severance tax on mining; and a 4-cent hike in the cigarette tax. Only one state in the nation, another tobacco state, has a lower tax on cigarettes: Kentucky's tax is 2½ cents per pack and North Carolina's is 2 cents.

NEA is solidly behind KEA in its fight to win adequate state funds and negotiation rights for teachers. NEA President George D. Fischer released a public statement in January, when the first signs of a crisis emerged, informing KEA and teachers throughout Kentucky that "NEA resources are on call."

Meanwhile, NEA staff members are in Kentucky assisting KEA staffers and local leaders on request. And in response to a call for additional manpower, staff members from other states are also at work there. So far, staff members of state and local associations in Michigan, Ohio, Illinois, Maryland, and Connecticut have worked around the state, largely a week at a time, on a revolving basis, and in the field. And three men have been working full time on major assignments at KEA headquarters for several weeks now. They are NEA's regional representative, Eugene Preston; and the assistant executive secretaries of the Michigan Education Association, George Brown, and of the Maryland State Teachers Association, Robert Dexter.

All-time record

131 teacher strikes reported in 68-69

An all-time record of 131 teacher strikes or work stoppages occurred during the 1968-69 academic year, according to an NEA Research Division report. The strikes were in public elementary and high school districts and state-supported junior colleges in 24 states and the District of Columbia. Most strikes began in September and May—none started in December—and lasted from one to 50 days.

About 129,000 teachers participated in the strikes, 20 percent fewer than the previous year. However, there were 2.7 million man-days involved this year, a figure almost double the 1.4 million man-days in 1967-68. The 50-day strike in New York City involving about 50,000 teachers at its peak accounts for a large portion of the total man-days involved for 1968-69, the report said.

The decade of the 60's saw 320 strikes, more than three-fourths of which occurred during the last two years. Only one to five strikes were listed for each of the first four years of the decade.

Unofficial tallies have also indicated a continuing high level in the present school year (1969-70), with nearly 100 strikes reported for the first two months.

Comparing strike statistics this past school year (1968-69) with the previous year, the NEA report notes that "the general trend in 1968-69 was toward shorter strikes involving fewer large groups."

"The over-all pattern," says the report, suggests that as teacher activism becomes more widespread, "teachers in school systems of all sizes have been involved in strike activity."

NEA President George D. Fischer pointed to the spread of teacher strikes from large urban systems to many smaller suburban and rural ones as evidence the strike has achieved growing respectability in the teaching profession.

"Teachers have seen its effectiveness when nothing else would get the job done," he said.

The strike, he said, frequently is a prime illustration of "the seriousness of today's teacher, who is determined to be involved in educational decision making." More school boards are recognizing this fact, Mr. Fischer, himself a former school board president, said, but some have been "deplorably slow in doing so."

Project involves teachers in curriculum change

"Who's in charge here?"

"What is relevant?"

"Who cares?"

"How good are we at doing what we do?"

One major effort to respond to these and other persistent teachers' questions is a joint project of the Palos Verdes (California) Faculty Association, the Palos Verdes Peninsula Unified School District, and the NEA Center for the Study of Instruction.

In Palos Verdes, a curriculum council, made up of teachers elected by their colleagues and of administrators, has been formed to promote mutual participation in curriculum decision making. Members of the council work together and with CSI staff to develop curriculum planning skills and to promote teacher involvement in designing and implementing a better program for the schools.

As a result of problem identification by the Palos Verdes council, committees have been formed to work in depth to suggest and test solutions to the problems. One committee, concerned with developing a plan for systematic curriculum development, conducted a detailed examination of the reading in-service program in the school district. This close look at existing decisions and activities has already influenced plans to revise and improve the district's teacher education policies.

Evaluation, an essential but often overlooked aspect of planning, is receiving increased attention as a consequence of council and committee work. At the request of a high school math department, the evaluation committee of the council tested an evaluation model, analyzed the results, and made recommendations for ongoing improvement of math instruction at the school.

A need for goals and objectives was perceived early in the project's year-and-a-half history. A proposal, spurred by its goals and objectives committee, has been developed by committee members and elementary administrators to institute a summer program designed to develop, select, and sequence instructional objectives. This workshop will involve elementary teachers and administrators.

The CSI and Palos Verdes workers anticipate that the curriculum council's efforts will result in improved skills and greater teacher participation in curricular decision making and a better instructional program for children and youth in Palos Verdes. Further, they think this example of a way of approaching curriculum development will be useful to other local education associations and to other school districts.

In addition to Palos Verdes, CSI field studies projects are under way with the Delano (California) Elementary Teachers Association, the Schenectady (New York) Teachers Association, and the Easton (Pennsylvania) Area Education Association (the latter in conjunction with the state department of education).

State education associations in California, New York, and Pennsylvania are playing supportive roles in the field studies program, CSI spokesmen reported.

Conference planned on perceptual motor development

Educators working with young children having learning disabilities are invited to attend a national conference on perceptual motor development in Cincinnati, Ohio, next October 1-3. Participants will include members of the sponsoring organization, the American Association for Health, Physical Education, and Recreation, and about 100 people from related disciplines, including classroom teachers, physicians, psychologists, and clinicians.

Purpose of the conference is to examine the theory and action of perceptual motor development programs. Demonstrations from a number of clinical and school perceptual motor programs will be featured. These will be used as a basis for panel and in-depth group discussion. Opportunities will be provided to view films, displays, and resource materials.

Interested persons must preregister for the conference by May 1, 1970. Registration forms are available from Lee Haslinger, School District Administration Building, 350 Wide Track Drive East, Pontiac, Michigan 48058. The conference fee for nonmembers is $35; for AAHPER members, $30.

The planning committee has also asked schools having perceptual motor programs who would like to provide demonstrations at the conference to submit descriptions of their programs to Dr. Haslinger.

54th annual conference

Principals probe drugs, other problems

"We must be prepared to invest billions at all levels of government" to solve the drug problems among American youth, Sen. Harold E. Hughes (D-Iowa) told the more than 10,000 educators who attended the 54th annual convention of the National Association of Secondary School Principals this month.

"The time has come," the Senator said, "to put as great an effort and investment in curing people and saving lives as we have been putting into apprehending and punishing those caught up in the drug mesh.

"School administrators, counselors, teachers are on the front lines," he added. "It is essential that you realize how subtle and sensitive and diversified the drug problem is."

Major issues

The drug problem was but one of dozens of major educational and social matters discussed by the principals during their Washington, D.C., convention February 7 through 11. Though the theme of the convention was "What's Right with American Education," the focus more often was on solving the problems and changing the things that have gone wrong in recent years.

U.S. Commissioner of Education James E. Allen, Jr., in an address on February 10, called for added efforts to improve vocational education opportunities in the schools. Improvement is needed, he said, to shift the emphasis from the remedial approach.

"The secondary school was once the end of the line in education for most Americans," Dr. Allen said. "Now, for more and more of our youth, it is only a milestone along the way. Whether they leave it to go on to other schools or to go directly into the world of work, we want our young people to take from their secondary schools real skills and a sense of direction—a sense of direction rooted in competence, the ability to function productively and satisfyingly."

The current controversy about the use of federal education funds cropped up at the convention. Secretary of Health, Education, and Welfare Robert H. Finch, in a speech on the opening day of the meeting, reiterated the Nixon administration's emphasis on learning more about how effective educational programs are before continued commitments are made to finance them. "We need to know much more about educational techniques and the development of cognitive skills," he said. "This administration's budget requests will increasingly reflect our concern for upgrading substantially the research, experimental, and evaluation techniques in education across the board."

Brademas speech

Two days later, Congressman John Brademas, also adressing the principals, charged that "the Nixon administration is endangering America's future by insisting that education and health bear the burden of the battle against inflation. The richest nation in history will pay a high price in the years ahead for the administration's failure to invest today in the health and education of our citizens."

A new management survey, made public at the convention, revealed that the typical high school principal wants more chances to recharge his educational batteries, new techniques for relating to alienated students, help in sparking curriculum reform, and more protection in times of trouble. The survey was made for NASSP by an outside management concern.

Astronaut addresses principals

Astronaut Michael Collins, now U.S. assistant secretary of state for public affairs, spoke to the secondary school principals on February 11. He challenged them to bring more emphasis to international education in American schools. "The international dimension is paper-thin to nonexistent in the training which we are giving young people for functioning in the global community today," he said.

Planning Colorado's political action program are (left to right) Robert Krueger, chairman of NEA's task force on a national political structure; Carl Slatt, Colorado Education Association president-elect; Helen Bain, NEA president-elect; and Eric Kelley, chairman of CEA's Political Action Committee of Educators. Colorado and Kansas have been chosen as pilot states in NEA's plans for a nationwide political action group.

Kansas, Colorado chosen for political action

The NEA Board of Directors has named Colorado and Kansas pilot states for immediate political action.

The states were chosen to implement the Board's directive that a task force set up statewide projects to help test the feasibility of a national political structure for teachers.

The pilot projects are being developed cooperatively with the Colorado Education Association and the Kansas-National Education Association, both affiliates of NEA.

Robert Krueger, chairman of the task force, said that political action in Colorado will focus on the vocational education funding, full funding for the handicapped children's program, and the need for a broad professional negotiation act for teachers. In Kansas, he said, the focus will be on the need for increased financial support for the schools, the need for a statewide professional negotiation law, and the need for property tax relief.

NEA and state association leaders visit the Kansas capitol as they lay plans for a statewide political action arm for Kansas teachers. Left to right, they are Kansas-NEA President John Garwood, NEA-Wichita President Peg Wilson, Kansas-NEA Citizenship Committee Chairman Richard Barnes, NEA Executive Committee Member Mabel M. McKelvey, and Kansas-NEA Legislative Commission Chairman James L. Yonally.

New statement okayed

Affiliates urged to study year-round school

The NEA Executive Committee and Board of Directors have endorsed a statement urging local and state associations to take the initiative in studying the question of year-round school.

The statement was developed after delegates to the 1969 NEA Representative Assembly rejected a report on the year-round school on the grounds that (a) it did not represent classroom teacher thinking and (b) only one member of the committee that prepared the report was a classroom teacher. The Executive Committee then referred the question to the Association of Classroom Teachers. The new statement was prepared by a panel of ACT members and approved by the ACT executive committee.

The statement recognizes that "although potential values may be gained from rescheduling the school year, the extension of the school year may not in and of itself necessarily be in the best interest of the students and the community." The statement also recognizes that "no one model for the year-round school is universally desirable or applicable but rather that each school district should vary the design of its school year to fit its own needs."

The statement calls upon state and local affiliates to take the lead in:

- Exploring ways in which the school year might be extended to accomplish remedial, enrichment, or other specific goals for students
- Examining ways to provide for maximum use of school facilities by the community as a whole
- Identifying the advantages and disadvantages of each proposal
- Considering the legal implications of a rescheduled school year
- Assessing the adequacy of the financial resources and current school facilities
- Determining ways of selecting and assigning staff in an effective and equitable manner
- Encouraging the development of experimental plans in the local system
- Evaluating the results of the experimentation
- Providing for incorporation into the regular school program of those models of the year-round school which prove successful
- Keeping the public informed and involved in the development and implementation of the extended school year.

The statement declares that "all concerned parties—representatives of the local professional association including classroom teachers from the various grade levels, administrators, board of education, and key community groups—must be involved from the beginning in exploring and implementing any program for extending the school year. . . . Regardless of the models designed for experimentation and their ultimate implementation, the local association has a responsibility to its members to negotiate compensation on a pro rata basis of the contracted year for those teachers engaged by the school district for services beyond the regular school year."

The statement recommends that *The Rescheduled School Year* (NEA Research Summary 1968-S2) be used as a resource document in initiating a study of the year-round school.

Associations back teacher fired after teaching race unit

NEA and the Texas Classroom Teachers Association are backing a Texas teacher who was fired after teaching a six-day unit on race relations and prejudice.

The NEA DuShane Emergency Fund—which acts to ensure that dismissed educators get a fair hearing—is paying legal fees and costs for Henry Keith Sterzing's suit in U.S. District Court for the Southern District of Texas in Houston. The Sugarland, Texas, educator is asking for reinstatement to his social studies teaching position in the Fort Bend Independent School District and damages of $750,000.

Mr. Sterzing's teaching contract for 1967-68 was terminated in February 1968 on the ground of "insubordination" after he had taught the unit on civil rights.

Following a hearing, the board of trustees upheld its original decision. The case was appealed to the Texas commissioner of education, who said that Mr. Sterzing's due process rights had been violated in the dismissal proceedings and that his dismissal was without any justifiable charge. He would not, however, order the school board to rehire Mr. Sterzing.

"The issue is the free exchange of ideas in the classroom," said Mr. Sterzing, who maintains he was most concerned about making his students aware of controversial issues. He claims that his rights of academic freedom and rights under the due process and equal protection clauses of the Fourteenth Amendment have been violated.

NEA academy will conduct summer training sessions

The NEA Leadership Development Academy will conduct training sessions for local, state, and national association officers and staff members in three different centers this summer.

The academy will return July 13-24 to the California Western Campus of the United States International University in San Diego for a two-week, credit course offered at the graduate level. A similar session, also for credit, will be held July 20-31 at the University of New Hampshire, Durham.

A special training session for new association staff and those interested in a career in association work will be provided at the Michigan Education Association Conference Center, Saint Mary's Lake, during the week of July 27-August 1.

Association leaders will have an opportunity to develop basic leadership skills while studying negotiation, grievance machinery, public relations, political action, and association management. All sessions will be designed and conducted under the guidance of regional committees. Resident staff and guest consultants will be drawn from a network of specialists.

Further information may be obtained from Ralph Joy, director, NEA Leadership Development Academy, NEA Center.

Desegregation travail

NEA moves to aid black Mississippians

The NEA Executive Committee this month approved a series of recommendations designed to channel the Association's efforts toward ameliorating the "tragic impact of what is happening to black educators, students, and parents" as desegregation proceeds in Mississippi.

The recommendations were made to the Executive Committee by an NEA staff team that visited schools and met with teachers, principals, school officials, and other citizens in 27 of the Mississippi school districts affected by the recent Supreme Court decision requiring immediate desegregation. The team was in Mississippi January 13 through 23.

The recommendations call for, among other things, establishing an NEA office in Jackson, Mississippi, taking legal and other steps to aid educators, and blocking the development of private segregated schools.

The NEA Executive Committee approved other recommendations that urge the Association to:

- Provide prompt legal assistance to educators who are unfairly dismissed, demoted, or assigned because of desegregation or in reprisal for exerting leadership in civil rights activities
- Take appropriate legal action to prevent or void the sale or transfer of public school property to private segregated schools
- Take legal action against the state of Mississippi and its officials to prevent state support of private segregated schools established to avoid integration.
- Take legal action to enjoin the operation of private segregated schools established to avoid desegregation
- Encourage and support efforts in Mississippi to enact a state tenure law and to establish local grievance procedures
- Instruct the Professional Ethics Committee to investigate reports of violations of the Code of Ethics in Mississippi
- Request a meeting with President Nixon to ask his active support in enforcing the recommendations
- Make the report available to the Department of Health, Education, and Welfare and the Department of Justice and request that each determine if investigation and action by them is required
- Apprise HEW Secretary Finch of NEA's concern that some of the approved desegregation plans in Mississippi have not and will not effectively implement desegregation.

The NEA team, sent at the request of the Mississippi Teachers Association, said it found "a variety of schemes and machinations to avoid integration or desegregation." The team reported that "some of the districts visited by NEA team members are desegregating. *Integration,*" it added, "refers to blacks and whites cooperatively relating to each other as equals. The NEA team members saw little evidence of integration."

The team said that it could find "little evidence of positive school leadership in preparing the community, the students, or the teachers for the experience of desegregation."

Another fact-finding team began visits to Louisiana this month after a request for aid came from the Louisiana Education Association.

"Surplus" public school now operates as whites-only private academy

This Mississippi school, Madden Academy, was declared surplus in June 1969. Sold for the high bid of $1,500 dollars, it was turned over to a private group for $10 and is now operated for whites only. School buses were similarly declared "surplus" and now transport white children to the academy, an NEA team reported.

Tent factory becomes a private academy for white children

This former tent factory is now school for white children in Canton, Mississippi. The use of such private facilities was among "a variety of schemes and machinations to avoid integration or desegregation" found by an NEA team which this month reported its recommendations to the NEA Executive Committee.

Apply desegregation rules equally, NEA urges federal government

NEA is urging the federal government to apply school desegregation standards equally in all sections of the country.

In a letter to Robert H. Finch, Secretary of Health, Education, and Welfare, NEA President George D. Fischer says that HEW's guidelines for evaluating school desegregation plans must be strengthened "if the nation's schools are to reflect a commitment to integrated education."

Mr. Fischer's letter was prompted by a resolution adopted unanimously by the NEA Executive Committee asking HEW to apply school desegregation standards "equally to school districts of the North and of the South."

The resolution asks further that desegregation plans submitted by northern states be "checked and processed by HEW as swiftly and as carefully as those submitted by southern states."

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Ukiah Unified
• Colorado Education Association	Colorado Public Schools
• Georgia Teachers and Ed. Assn.	Pike County Schools
• Illinois Education Association	Decatur Dist. No. 61
• Indiana State Teachers Assn.	Metropolitan School Dist. Southwest Parke County
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Field Local
• Ohio Education Association	Scioto Valley Local
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Erie Public Schools

The Delaware State Education Association on February 4 lifted the sanctions from the Delaware Public Schools that it had imposed three months ago. DSEA officials said the action resulted when the state legislature recently approved a teacher pay-raise bill and granted state-paid hospitalization insurance to state employees.

National sanctions

At the request of the California Teachers Association, the NEA Executive Committee has removed a national sanction from the Richmond (California) Unified School District. The decision was based on community increased school taxes and a comprehensive agreement on educational improvements between the Richmond Board of Education and the Association of Richmond Educators which added some $1.4 million to the district's budget.

No other national sanctions are currently imposed by NEA.

Ohio association calls sanction alert

The Representative Assembly of the Ohio Education Association has officially adopted a resolution declaring a sanctions alert in the state of Ohio.

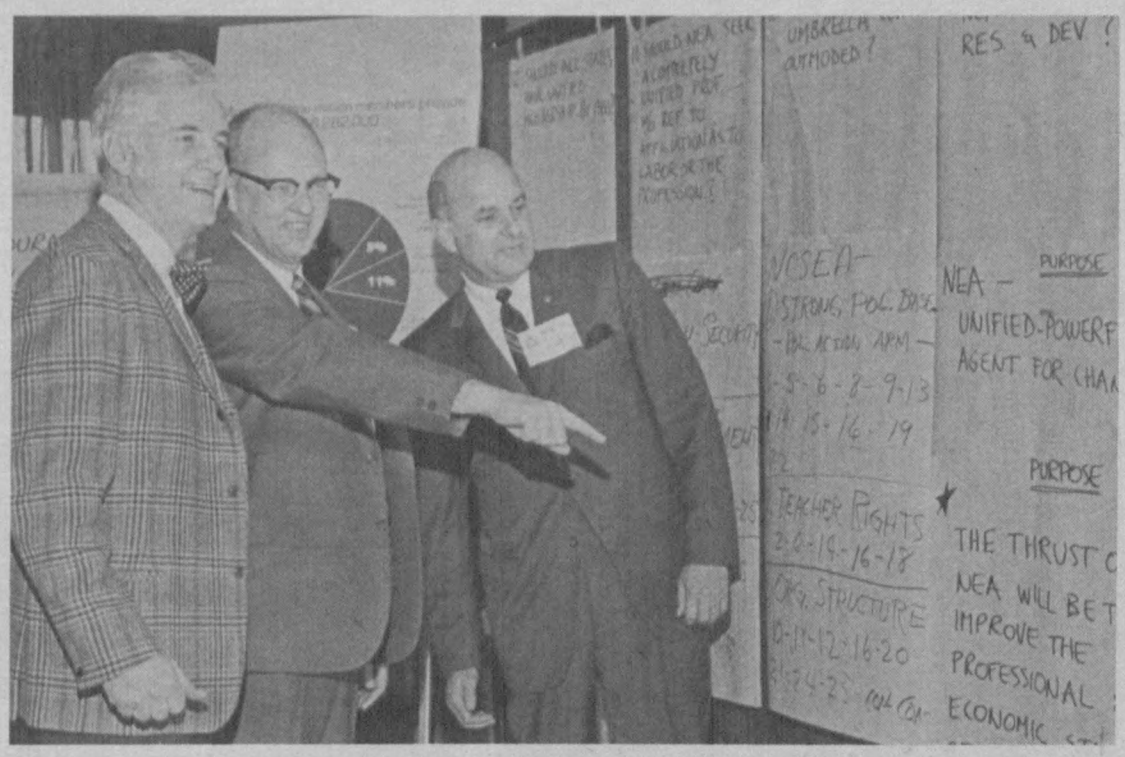
The sanctions alert has been imposed, the resolution said, because the state of Ohio "is now suffering and will continue to suffer numerous and necessary public school closings for lack of funds due to the failure of operating levies caused by the overburdening of the property taxpayer," and "the 108th General Assembly has failed to properly revise the tax structure of the state of Ohio to provide adequate financing."

The Ohio Education Association also resolved that "if the state legislature does not correct the financial crisis facing the public schools in Ohio, the OEA will take the necessary action."

Elementary principals meet in April

More than 6,500 are expected to attend the annual meeting of the NEA Department of Elementary School Principals April 18-22 in Philadelphia. Theme will be "The Principal in the '70's."

Among the general session speakers scheduled for the convention are Patricia Roberts Harris, former Ambassador to Luxembourg and the former dean, Howard University Law School; James E. Allen, U.S. Commissioner of Education, who will speak on the federal government's role at is relates to the elementary school; Dennis Mangers, an elementary school principal from Fountain Valley, California, and the recipient of the highest honors at the 1969 Toastmasters International Speech Contest, who will discuss the role of the elementary school principal; and William M. Glasser, M.D., author of *Schools Without Failure* and *Reality Therapy*, who will give new insights on these two topics.



NEA officers review programs for the 70's

NEA President George D. Fischer, Treasurer Nelson L. Kreuze, and Budget Committee Chairman Bert Ishee (left to right) review the work of conferees who attended a recent Program for the 70's meeting at NEA Center. Teacher leaders at the sessions made five major recommendations: that the Uniserv concept (an expanded network of staff workers for the united profession) be NEA's top budget priority; that programs to support teacher rights be expanded; that a strong legislative and political action program be funded; that programs for improvement of instruction be given high priority; and that funds be set aside for a constitutional convention or other mechanism to bring about a restructuring of NEA's present governance and administration. The recommendations are now under consideration by NEA official bodies.

NEA commission lauds Kennedy for remarks on school bus safety

The NEA National Commission on Safety Education has commended Sen. Edward M. Kennedy (D-Mass.) for his statement this month calling for federal action in behalf of school bus safety. Speaking in Washington, D.C., Senator Kennedy made public the contents of a letter in which he urged Secretary of Transportation John A. Volpe to take "action now" to further improve school bus safety.

The NEA Safety Commission will convene a full-scale National Conference on School Transportation in May at NEA Center. The conference—in the planning stages since mid-1969—will be the eighth in a series begun in 1939. Participants will include state and local school officials, engineers from companies that manufacture school buses, consultants from the Department of Transportation, and school bus safety specialists from several colleges.

Safety Commission Chairman James A. Sensenbaugh, who is Maryland state superintendent of schools, said that the NEA conference will help "my own state, Maryland, and all other 49 states to substantially upgrade the safety of their school bus operation.

"They'll specify and be able to buy safer school buses, they'll better their driver recruitment and training procedures, and they'll tighten up on the many operational practices—such as those school bus drivers must use at railroad grade crossings—practices that mean the difference between safe and less-than-safe rides for some 18 million boys and girls every school day," he said.

Chairman Sensenbaugh pointed out that the conference planning group has identified a number of urgent problems that need to be solved, including developing safer bus seats, improving driver instruction, planning uniform use of the special signals on school buses, developing stronger and more reliable brakes, and getting better inspection of school buses.

Advance study

Three advance study committees—assisted by consultants from industry and the Department of Transportation—will meet this month to develop proposals for improving the safety of school bus chassis, school bus bodies, and school bus operation, Dr. Sensenbaugh said. After review and revision, these proposals will be placed before the national conference in May. The resulting conference recommendations . will provide guidelines to help the states upgrade the safety of their school bus operation.

The NEA Safety Commission has organized, administered, and published the results of half a dozen prior national conferences. These National Conferences on School Transportation—which Senator Kennedy credits with having built up a "30-year backlog of information and experience"—are cosponsored by the American Association of School Administrators, the Council of Chief State School Officers, the NEA Department of Rural Education, and the U.S. Office of Education.

One of the most noticeable outcomes of these conferences is the bright yellow color—national school bus chrome—used almost universally across the United States and in Canada. The specifications for this color were worked out and are periodically refined by color technicians of the National Bureau of Standards to assure that school buses can be easily seen and identified in all kinds of weather and light conditions.

The conferences have also produced such equally important but less obvious results as bus body structure features designed to withstand impact forces generated in collisions, school bus interiors free of sharp projections, and emergency door and window exits to aid pupils in evacuating the bus quickly.

Other improvements stemming from the NEA-sponsored conferences have helped set the stage for a high degree of safety in school bus operation. In a recent report of a study of pupil transportation safety, the Physicians for Automotive Safety said: "The American school bus is probably the safest form of transportation in the world today."

This year's conference is part of a continuing effort to improve this enviable record, commission spokesmen noted.

To: Teachers Services Corporation
choose office in your area
from list below

Gentlemen:
Please send me details and prices about leasing a 1970 automobile.

I am interested in:

make _____ model _____ style (body type) _____

Send the information to:

Name _____

Street _____

City _____ State _____ Zip _____

Telephone me:

area code _____ number _____

clip here and mail to nearest TSC office

In 29 states

3-year auto lease offered to members

NEA members in 29 states and the District of Columbia may now lease automobiles from Teachers Services Corporation, a privately held leasing company wholly owned by NEA and its affiliates.

The auto leasing program is now offering a reduced-rate, three-year lease plan. Available through all the TSC offices, the three-year lease includes all the features of the two-year plan, including a purchase option at anticipated wholesale price at the end of the lease period.

The two-year lease plan remains available.

Advantages of the NEA auto lease plan, according to TSC president Newell Blair, include these: No initial investment is needed and the member doesn't have to finance the automobile. TSC's volume purchasing means that the monthly cost is calculated on a lower base price, which means less interest and lower monthly payments.

Members may use the coupon above to get details about the TSC auto leasing program, including the exact monthly cost. Send the coupon to the TSC office (from the list below) that covers your area. Indicate what make, model, and style of car you are interested in. This information is also available by phone (numbers are listed below also).

California, Arizona, Nevada:
Teachers Services Corporation
1125 West 6th Street
Los Angeles, CA 90017
Phone 213-482-3119

Maryland, Pennsylvania, Virginia, Delaware, District of Columbia:
Teachers Services Corporation
1156 15th Street, N.W.
Washington, DC 20005
Phone 202-223-9494

Florida:
Teachers Services Corporation
1333 South Miami Avenue
Miami, FL 33130
Phone 305-373-0633

Illinois, Indiana, Wisconsin, Iowa, Missouri:
Teachers Services Corporation
North Bldg., Suite 30
Oak Brook, IL 60521
Phone 312-325-6244

Massachusetts, Connecticut, Maine, Vermont, New Hampshire:
Teachers Services Corporation
7 Hawley Road
Scituate, MA 02066
Phone 617-545-1187

Michigan:
Teachers Services Corporation
22244 Van Born Road
Dearborn Heights, MI 48125
Phone 313-562-9280

Minnesota, Nebraska, South Dakota:
Teachers Services Corporation
41 Shelburne Avenue
St. Paul, MN 55103
Phone 612-227-9541

Tennessee, Kentucky:
Teachers Services Corporation
1156 15th St., N.W.
Washington, DC 20005
Phone 202-223-9494

South Carolina:
Teachers Services Corporation
421 Zimalcrest Drive
Columbia, SC 29210
Phone 803-772-6854

Texas, New Mexico, Kansas, Oklahoma:
Teachers Services Corporation
316 West 12th Street
Austin, TX 78701
Phone 512-478-4163

Nontenured teacher wins case

A two-and-one-half year fight for a teacher's rights ended in victory recently when the Pennsylvania Supreme Court ruled that his dismissal was "capricious and arbitrary and that the action was dictated by personal and partisan considerations."

The teacher, William E. Mullen, was reinstated with full back pay, a satisfactory rating, full certification, and all benefits that would have accrued normally since May 1967. Mr. Mullen's case was supported by his local education association—the DuBois Area Education Association—the Pennsylvania State Education Association, and NEA's DuShane Emergency Fund.

The heart of the case was Mr. Mullen's contention that his dismissal, though he did not have tenure, was improper. The court agreed and ordered his reinstatement.

The court said the testimony clearly demonstrates that Mullen was an entirely competent teacher.

PSEA attorney Clarence Morrison said the court's decision on this point is "extremely important to the teaching profession because it indicates that the court will look behind the ratings of a public employee who claims that he has been wrongfully dismissed whether that employee has tenure with the district or not."

Through NEA-operated travel

Educators are discovering the Americas

During the past two years, few states have drawn more attention than Alaska. Oil strikes, the projected pipeline, icebreakers smashing to Prudhoe Bay and through the Northwest Passage, the Amchitka nuclear test, aerial transplanting of sea otter, native land claims, and the opening battles of conservationists have been constantly in the news.

These current events, added to a land already known for adventure, make three low-cost 18-day tours to Alaska, arranged by the NEA Division of Educational Travel, top attractions for the coming summer.

The direct-to-Alaska tours (A-1, A-2 and A-3) are priced at $805 from Seattle. They go by air to Ketchikan, then on to Juneau, the state's capital.

The next mode of travel is by luxurious Alaska State Ferry to Skagway.

A Westours "scenerama" motorcoach moves passengers northwest on a two-day trip to Fairbanks. The three days allotted for seeing Fairbanks include a cruise on the Chena and Tanana Rivers with stops to inspect fishwheels and an Indian village.

The Alaska Railroad then carries NEA tour members from Fairbanks to Mount McKinley National Park, where they take an eight-hour tour of the tundra to see wildlife and North America's highest and most massive mountain.

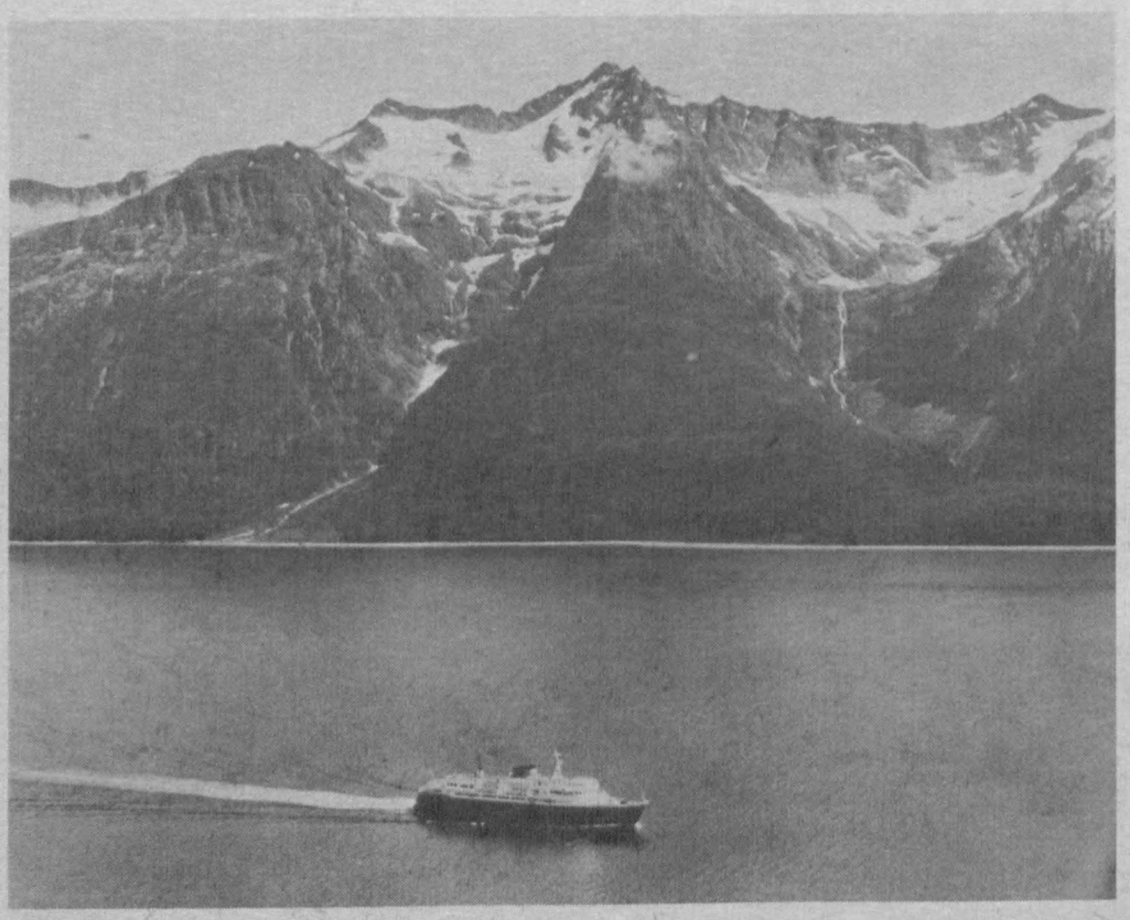
The rail trip to Anchorage continues that afternoon. The next three days are spent exploring an Alaskan metropolis and its nearby attractions, such as the fertile Matanuska Valley, Portage Glacier, and the state's plushiest resort, spectacular Mt. Alyeska.

Those who must return home on the 18th day fly back to Seattle on Alaska Airlines. The others journey northwest for an optional extension of the tour.

Two of the Alaska tours are available for academic credit. The third is especially arranged and timed to offer a vacation to delegates following the NEA Convention in San Francisco. There is a post-Convention tour to Hawaii as well.

An Alaska-Canadian Rockies tour ($835) from Seattle is also available.

Details about all the Alaskan tours, plus others in the United States and Canada, may be requested through the coupon at the bottom of the page.



Ship, air, rail, and motorcoach travel are part of the four Alaska tours arranged this summer by the NEA Division of Educational Travel. Shown here is a ship steaming by the dramatic coastline along the Inside Passage of the 49th State.

Latin America tours offer flavor and variety

Following months of hardship aboard ship, endless days of struggling across treacherous swamps through almost impenetrable forests, across seemingly endless plains, and finally after descending through forbidding mountain passes, some of the Spanish Conquistadores reached their destination. Today, NEA ambassadors of goodwill and friendship can enjoy a carefully planned sampling of many interesting places covering great distances all in the space of one short summer vacation.

Today each locality in "la America Latina" has its own distinct flavor with its own special mix of ingredients. Upon a threshold of ancient Aztec, Incan, and Mayan civilizations, the Spaniards and others from Europe, Africa, and other parts of the globe have come to leave their imprint in varying degrees, along with their religious faiths, legal forms, and differing ways of life.

From the magnificently modern cosmopolitan metropolis of Mexico City to the little-changed Indian villages hugging the shores of Lake Atitlan and the awesome massive stone ruins of the ancient Mayan civilization wrested from the tangled jungles of Yucatan, Central America represents a most fascinating kaleidoscope of cultures. The passing panorama of scenic beauty is equally varied and superb: from still lakes and quiescent volcanoes, to thundering waterfalls and rugged mountains, to vast plains and azure blue coves along dramatic ocean shores.

The Central America, Mexico City, and Yucatan tour offers 28 days of fascination (from New Orleans for $960). Check Latin America on the coupon below to receive all the details.

The Around South America tour starts off with a comfortable jet flight to Belem, Brazil. Following a motorlaunch trip to relatively untouched Jaguar Island, and a visit to a school there, the next stop is Manaus to see the "Wedding of the Waters," where the Amazon meets the Rio Negro. Travelers will see the wild life from a jungle canoe.

Then comes the contrast of seeing the "mirage" of Brasilia, the gleaming white super-modern city with its Palace of the Dawn and Plaza of the Three Powers. At Rio, travelers will drive up Corcovado Mountain to see the 100-foot statue of Christ, with the beautiful city stretched below.

The tour continues to Sao Paulo, Buenos Aires, Santiago, Vina del Mar, Lima, tropical Guayaquil, Quito, and Panama.

In addition to this tour, there are the fabulous Vagabond Freighter cruises, plus a budget tour to South America, several other always popular tours through Mexico, and the one to Central America—all described in detail in the Latin America booklet, available through the coupon below.

This unique statue in Brasilia, the super-modern city that is Brazil's capital, is part of the scenery waiting for members who visit South America via NEA-operated tours this summer. A 31-day Around South America tour costs $1,585 from Miami, $1,729 from Los Angeles.

To: NEA Division of Educational Travel
1201 Sixteenth Street, N.W.
Washington, DC 20036

Please send me tour booklets checked below:

☐ United States and Canada (incl. Alaska and Hawaii)

☐ Latin America

(for Hawaii charter tours information, check special box, opposite).

Name .....

Address .....

City ..... State ..... Zip .....

Also please send:

☐ Enchanting Hawaii Charter tours (HT-1, 2, and 3) revised since publication of U.S. and Canada booklet

☐ Alaska-Canadian Rockies (ACR) tour (revised itinerary)

☐ Post-NEA Convention Tours: Alaska and Hawaii

☐ Washington Seminar (3 weeks, NEA-NCSS co-sponsored)

cut here and mail

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Discovery—Sunday, March 1, ABC-TV, 11:30 a.m. "Riches from the Earth." *March 8:* "The French Canadians." *March 15:* "The Chesapeake Oystermen." *March 22:* "The Harbor Pilots and the Towboatmen."

The Spanish Turmoil—Monday, March 2, NET, 9 p.m. The Spanish Civil War and the Franco regime seen through archival and recent films.

Earth in the Shadow of the Moon—The Solar Eclipse—Saturday, March 7, CBS-TV, 1 p.m. Live color coverage of the last major total eclipse of the sun to be visible from the United States for nearly 50 years.

Freud: Man and His Mind—Monday, March 9, NET, 9 p.m. A test of Freudian theories of character development.

Winnie the Pooh and the Honey Tree—Tuesday, March 10, NBC-TV, 7:30 p.m.

The Undersea World of Jacques Cousteau—"Those Incredible Diving Machines"—Tuesday, March 10, ABC-TV, 7:30 p.m.

Hallmark Hall of Fame—"Neither Are We Enemies"—Friday, March 13, NBC-TV, 8:30 p.m. Original drama by Henry Denker focusing on a generation gap between youths and adults in Judea at the time of Christ.

The Ballad of the Iron Horse—Sunday, March 15, ABC-TV, 7 p.m.

David Copperfield—Sunday, March 15, NBC-TV, 8 p.m.

The Brain—Monday, March 16, NET, 9 p.m. A factual and fanciful study of the human brain.

My Heart's in the Highlands—Tuesday, March 17, NET, 9 p.m. The world premiere of Jack Beeson's new opera based on the Saroyan play.

Mission Possible: The Face of a City—Friday, March 20, ABC-TV, 10 p.m. Examines the city of San Francisco and the ways in which people can make progress against air pollution, transportation, and housing problems.

The Eskimo: Fight for Life—Tuesday, March 24, CBS-TV, 7:30 p.m.

Magazines

(March issues)

Atlantic—"The High Cost of Cure" by Michael Crichton. "The War Was Two Years Ago" by Ralph Maloney. "Women's Place," an examination of women's place in this so-called man's world.

Holiday—"San Francisco," special issue deals with the history and culture of San Francisco.

McCall's Magazine — "A Scientist Looks at ESP" by Susanna McBee.

Parents' Magazine—"Today's Teacher: A New Breed" a guest editorial by NEA President George D. Fischer. "The Shocking Failure of the School Lunch Act" by Jean Komaiko. "The Case for Parent Participation in the Schools" by Bernard Bard.

Reader's Digest—"Hunger in the Classroom" by Lester Velie. "The Shame of Our Teacher Pensions" by Paul Friggens.

Redbook Magazine—"Group Therapy: A Special Report" by Sam Blum. "Should Morality Be Taught in School?" by Benjamin Spock, M.D.

Teachers will vote for nine officers

Mel Swiedarke, chairman of the NEA Task Force on Paraprofessionals, makes a point at the first meeting of the task force. Left to right: Mr. Swiedarke, Willa Cox of Texas, Zoia Jones of Texas, and Robert Johnson of Nebraska.

Delegates to the 1970 Representative Assembly of the Association of Classroom Teachers will elect nine officers for 1970-71. The posts to be filled are president-elect, vice-president, secretary, and six regonal directors—one each for the Midwest, North Central, Northwest, Mid-Atlantic, New England, and Mountain regions.

July 1 vote

The elections—which will be held on July 1 during the convention in San Francisco—will put into effect an amendment to the ACT constitution that was passed in 1969 in Philadelphia. The amendment increases the number of ACT regions from 6 to 10 effective July 1970 and hence the number of directors to be elected.

Directors for the Midwest, North Central, and Northwest regions will be elected for three-year terms; for the Mid-Atlantic region for a two-year term; and for the New England and Mountain regions for one-year terms.

The remaining four regions are represented by directors currently in office and will not elect directors this year.

Who may run?

Any classroom teacher member of the NEA is eligible to run as a candidate for the offices of president-elect, vice-president, or secretary. Any classroom teacher member of NEA within a region is eligible to run as a candidate for the directorship of his region.

State or local affiliates interested in presenting candidates may write to the ACT office at NEA Center for additional information. Nominations for all offices will also be made from the floor at the opening session of the ACT Representative Assembly on June 30.

All candidates for ACT offices and their nominators are required to submit forms certifying that they are bona fide classroom teachers. Forms for both candidate and nominator must be signed by the president of the individual's local association. Certification forms may be obtained from ACT at NEA Center.

Two amendments

Two amendments to the ACT Constitution and Bylaws passed last year deal with the election of officers and may be confusing, notes Betty I. Buford, president of the Association of Classroom Teachers.

"The constitution provides that all elections shall be held at the Representative Assembly," Miss Buford pointed out, "but one bylaw would make it permissable to elect regional directors at ACT regional conferences under specified conditions if and when the constitution is amended to establish regional conferences as delegate bodies.

"Until this happens," Miss Buford said, "the constitution takes precedence over the bylaws, and all elections will be held at the ACT Representative Assembly."

NEA task force focuses on role of paraprofessional personnel

The NEA Task Force on Paraprofessionals met for the first time Jannuary 29-30 at NEA Center to consider the classifications and functions of of auxiliary personnel, their major concerns and interests, and their relationship to the united teaching profession.

Formation of the task force was authorized in 1969 by NEA Resolution No. 69-5, which states: ". . . The Association calls upon its state and local affiliates to join with it in a task force to define the needs and functions of paraprofessionals and to recommend guidelines to establish their appropriate relation to local, state, and national associations. Recommendations of the task force should be presented to the 1970 Representative Assembly. . . ."

Members of the task force are Mel Swiedarke of Illinois, chairman; Willa Cox of Texas; Robert L. Johnson of Nebraska; Zoia Jones of Texas; and Al Notham of New York. Janice Bailey, ACT auxiliary personnel coordinator, is NEA staff contact for the task force. ACT has been working on the establishment of a service program and the creation of an organization for auxiliary personnel within the NEA.

In a related development, the Minneapolis Auxiliary Classroom Personnel Association was organized in January as an affiliate of the City of Minneapolis Education Association. All members of the new group are required to be associated with the Minnesota Education Association and NEA.

Association negotiates for payment of NEA insurance

Union No. 29 Teachers Association of Mechanics Falls, Maine, reports successful negotiation of the school board's payment of Plan A of NEA Life Insurance.

Beginning this past fall, all Union No. 29 School District teachers who are members of NEA and Maine Teachers Association will now be insured under NEA Life Insurance.

Human Relations Day observed at NEA Center

NEA Executive Secretary Sam M. Lambert (left), NEA President George D. Fischer, and NEA Committee on International Relations staff member Elizabeth B. Yates listen as NEA workers discuss human relations at NEA Center. The discussion, held January 15—the birthday of Martin Luther King, Jr.—was in accord with NEA Resolution C-19, which urges all affiliates and all school systems to plan activities on that date to promote goodwill among men. President Fischer earlier sent a letter to some 500 urban and state education associations affiliated with NEA, urging them to give "full and adequate recognition of January 15 as a day to call special attention to the goals of Dr. Martin Luther King, Jr., and to the values for which he and others lived and died."

NEA membership ensures organized strength for teachers.

Members invited to join insurance program

A special invitation to enroll in NEA's outstanding Accidental Death and Dismemberment Insurance Program is being mailed to all members this month. The program, first announced in 1966, already enrolls more than 50,000 members and has over $4.1 billion of insurance in force.

One of the first to offer three-tier coverage (travel-auto-home), it is still the very best insurance buy in its field, NEA spokesmen said. The AD&D Insurance Program, sponsored by the NEA Special Services Division and underwritten by the Prudential Insurance Company of America, includes all the following features:

- The opportunity to spread coverage over spouse and children if that is desired
- Full around-the-clock and around-the-world protection
- No medical examination or health requirement
- No increase in rates at later ages
- No cut-off age.

For an annual premium of only $19, NEA members may purchase:

- $30,000 of coverage for private-automobile-caused death or dismemberment
- $100,000 of coverage for public-conveyance-caused death or dismemberment
- $12,500 for other accidentally caused death or dismemberment.

A mailing to all NEA members explains this symbol.

Arnold W. Wolpert, director of the Special Services Division, says: "This insurance is about as good a buy as anyone can get. It offers coverage to members for all accidental deaths—any place, any time—at extremely low cost.

"Latest statistics show accidents as the leading cause of death among all persons aged 1 to 37, and the fourth leading cause of death among persons of all ages. For these reasons," Dr. Wolpert continued, "we encourage all who are not yet enrolled to read carefully the information being sent them. If, for some reason, you do not receive the material by the middle of March, please let us know, and we will send it to you immediately."

The NEA Special Services Division announces that forms are available for all members insured under the Life and Accidental Death and Dismemberment Programs making it possible to assign their insurance in order that it will not be included in the insured's estate for federal estate tax purposes upon his death.

A recent Internal Revenue Service ruling upheld the right of the insured in a *group insurance program* to assign his life or accidental death and dismemberment insurance. To qualify, assignment of the insurance must be permanent and irrevocable.

Assignment forms for use under this ruling may be requested from :

NEA Life Insurance Program
P.O. Box 433
Fort Washington, PA 19034
(note the new address)

DuShane fund backs teacher in dress case

An Oklahoma high school social studies teacher who was reprimanded for wearing her skirts too short is taking her fight regarding nonrenewal of her contract to court and is backed in her legal efforts by NEA's DuShane Emergency Fund.

Marilyn Tourtellotte, 33 and mother of three, claims that none of her hemlines in question was more than two inches above the knee, the standard set for student dress at Vinita High School. There were no published or announced regulations regarding teacher attire.

Mrs. Tourtellotte also claims that her letter, interpreted as a resignation, was written under duress and menace.

A jurisdictional brief filed in the U.S. District Court for the Northern District of Oklahoma (Tulsa) addresses itself to two major questions: Whether a teacher has a constitutional right to dress in a reasonable manner not repugnant to his or her status or employment nor inconsistent with classroom decorum, and whether a teacher as a public employee is constitutionally shielded from arbitrary, capricious, and unreasonable governmental action.

The brief states that it is Mrs. Tourtellotte's opinion that the matter of her attire is a constitutionally protected right so long as it is not disruptive of the educational process, that the right to dress within the restrictions of decency is protected by the explicit guarantee of freedom of expression and by the tone and intent of the Bill of Rights, and that procedural due process in this case would require at least a hearing to determine the truth of the charges.

Although there have been no court decisions on mini-skirts for teachers, the brief points out that adjudicated cases concerning male teachers and students with beards have generally held that this right of personal liberty is protected under the due process provisions of the U.S. Constitution.

"If there exists a constitutional right to wear a beard," the brief concludes, "certainly the manner of a women's dress would be equally as protected."

"Moonshot" committee looks at teacher's role in the united profession

Members of the "Project Moonshot" Committee of the Association of Classroom Teachers, NEA, listen to LaVerne Wong (back to camera), president of the Texas Classroom Teachers Association. From left to right are Miss Wong; ACT President Betty Buford; Kermit McCarter, president of the South Carolina Association of Classroom Teachers; and John Washington, ACT advisory council member from Maryland. The committee was established to seek an organizational structure that adequately represents all classroom teachers within the united teaching profession.

NEA president helps Future Teachers plan program

NEA President George D. Fischer meets with members of the Future Teachers of America advisory committee at NEA Center. Pictured are, left to right: President Fischer; Edna Richards, chairman, of North Carolina; Cleo Goldsberry of Ohio; and Vincent Lamb of California. The advisory committee's role is to help give direction to the FTA program.

School finance conference set for April in San Francisco

The 13th National Conference on School Finance, to be held April 5-7 in San Francisco, will have as its theme "A Time for Priorities: Financing the Schools for the 70s."

Hugh Calkins, Cleveland attorney and civic leader, is the keynote speaker on national goals. Edgar Morphet, director of Designing Education for the Future, Denver, will speak on educational planning. The April conference will feature panels on plans for federal education aid, on state foundation programs, and on tax reform.

Special conference sessions for NEA leaders and staff on budget analysis and fact-finding for professional negotiation are scheduled on April 7. A conference overview will also be conducted during that time by the Leadership Development Section of the NEA Division of Field Services.

Further information is available from Jean M. Flanigan, NEA staff contact, Committee on Educational Finance, NEA Center.

More listings available via NEA*SEARCH

So for this year, school districts have registered about twice the number of vacancies with NEA*SEARCH as they did in previous years. Positions are open now and in the fall for teachers, administrators, and specialists in both public and private schools, abroad and in the United States.

Candidates and employers may address specific questions about the program to NEA*SEARCH, NEA Center, or call (202) 223-9400, ext. 530.

Job seekers

Educators who are seeking employment and filling out Form T should remember the following:

- In listing subject/positions, consider the weight for each one carefully. A stronger weight will strengthen the opportunity for matches, and at least one choice must be weighted "3."
- If an entry has fewer numbers than boxes provided, place the numbers as far to the right as possible.
- To keep the applicant's name from the present employer, fill in the *school district* zip code in item 21.
- It is beneficial to include more than one geographical choice. If the program cannot provide matches in the preferred area, a few contacts will be listed as close as possible thereto. The remainder of the ten contacts will be based upon the exact areas specified.

To complete either of the SEARCH forms, you must refer to list A on the next page and list B on this page.

Employers

Many fine candidates seeking employment are again registering with NEA*SEARCH. Last year nearly 10,000 teachers used the program. Employers are invited to fill out Form V and requested to note the following points:

- In listing subject/positions open, enter several subjects on the same form only if it seems feasible for one person to teach them in combination (for example, Russian, women's physical education, and auto mechanics, all weighted "3," is *not* a feasible combination.)
- If the entry has fewer numbers than boxes provided, place the numbers as far to the right as possible (e.g., salary or number of vacancies).
- Be certain to enter *maximum* age acceptable in Item 15 (many administrators enter the age as 21).

List B
States and Regions

AL—Alabama; **AK**—Alaska; **AZ**—Arizona; **AR**—Arkansas; **CA**—California; **CO**—Colorado; **CT**—Connecticut; **DE**—Delaware; **DC**—District of Columbia; **FL**—Florida; **GA**—Georgia; **GU**—Guam; **HI**—Hawaii; **ID**—Idaho; **IL**—Illinois; **IN**—Indiana; **IA**—Iowa; **KS**—Kansas; **KY**—Kentucky; **LA**—Louisiana; **ME**—Maine; **MD**—Maryland; **MA**—Massachusetts; **MI**—Michigan; **MN**—Minnesota; **MS**—Mississippi; **MO**—Missouri; **MT**—Montana; **NB**—Nebraska; **NV**—Nevada; **NH**—New Hampshire; **NJ**—New Jersey; **NM**—New Mexico; **NY**—New York; **NC**—North Carolina; **ND**—North Dakota; **OH**—Ohio; **OK**—Oklahoma; **OR**—Oregon; **PA**—Pennsylvania; **PR**—Puerto Rico; **RI**—Rhode Island; **SC**—South Carolina; **SD**—South Dakota; **TN**—Tennessee; **TX**—Texas; **UT**—Utah; **VT**—Vermont; **VA**—Virginia; **VI**—Virgin Islands; **WA**—Washington; **WV**—West Virginia; **WI**—Wisconsin; **WY**—Wyoming.

Regions

PP—Anywhere in U.S.; **QQ**—U.S. Possessions not included in states; **RR**—Canada; **SS**—Other foreign; **TT**—Any or all above categories.

NEA*SEARCH

A COMPUTER-BASED LOCATOR SERVICE

SPONSORED BY THE **NATIONAL EDUCATION ASSOCIATION** ADMINISTERED BY THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS
1201 - 16TH STREET, N.W. • WASHINGTON, D.C. 20036 • (202) 223-9400

You may reproduce this form or get more copies from NEA*SEARCH (address at left).

LEAVE BLANK
NEA SERIAL NUMBER

Form V / Vacancy Description & Request for Search

GENERAL INSTRUCTIONS: The computer will work for you only if you give it information it can work with: Write only ONE number or letter in each box. In items 1, 2, 3, and 4, leave a BLANK SPACE between elements to indicate where one word ends and the next begins. Use abbreviations as necessary. See WEIGHTING instructions below before completing items 10, 11, 13, 19, and 20.

1 *School District or Name of School* (Abbreviate as necessary.)

If other than than public school, specify type below (independent, proprietary, parochial, etc.) and put a "1" here →

Type: _____

2 *Number and Street* (Abbreviate as necessary.)

See LIST B and write the 2-letter code here. IMPORTANT

3 *City* *State/Region* *ZIP*

If outside U.S., write name of country here:

Note to keypuncher: Pick up 2nd card

4 *Attention of:*
(Person authorizing search.) First name (or initial), space, middle name (or initial), space, last name

5 *Telephone Number* Area Code

6 If candidate has permission to telephone you collect, put a "1" here →

7 Indicate type of school district. Select from list below and put the number here →
1 Urban 2 Suburban 3 Rural 4 Combination

One Form V can be used to seek candidates for any number of *identical* vacancies. For each different *type* of vacancy, a separate Form V must be submitted.

Description of Vacancy:

8 *Special Programs: If the vacancy is in a program which can be described by one or more of the options listed below, write the numbers here* →
1 Experimental 2 Disadvantaged 3 Ungraded 4 Combination

9 Indicate grade level of vacancy from list below and put the number here →
1 Elementary (K-6) 3 Junior High (7-9) 5 Secondary (7-12)
2 Middle School (6-8) 4 Senior High (10-12) 6 Combined El/Sec (avoid this choice if possible)

WEIGHTING: In Items 10, 11, 13, 19, and 20, weighting permits you to express how strongly you feel about your choices. The numerical weights of 3, 2, and 1 allow you to state a relative preference between or among your selections or the importance of a single item.
WEIGHTS: **3** *I strongly prefer it.* **2** *I prefer it.* **1** *I will accept it.*

Your Specifications for Applicant:

10 *Subject/Position: What subject/position do you want applicant to teach/fill? Select up to 3 from LIST A, and put the number codes here* → and WEIGHT / and WEIGHT / and WEIGHT

If you want applicant to teach only 1 subject, choose only 1 from LIST A and weight it 3. If you want him to teach a combination of 2 or 3 subjects choose 2 or 3 and give them the same weight. For special administrative fields, e.g., "Art Supervisor," select administrative level (175) and follow with subject (052) and give them the same weight.

***Note** to keypuncher: Pick up 3rd card*

11 *Experience: Indicate minimum number of years of teaching experience desired. For 9 or more years, write 9.* → and WEIGHT

Indicate minimum number of years of experience desired in *other* areas of the profession (as for specialties). For 9 or more years, write 9. → and WEIGHT

12 *Number of vacancies existing in this position description:* →

13 *Education: Select from list below the minimum education level desired and write the number here* → and WEIGHT
1 Two years of college 3 Bachelor's + 18 hrs. 5 Master's degree 7 Master's + 60
2 Bachelor's degree 4 Bachelor's + 30 hrs. 6 Master's + 30 (or prof. diploma) 8 Doctorate

14 Salary *range:* MINIMUM $ MAXIMUM $ ← VERY IMPORTANT

15 *Maximum age acceptable:*

16 Optional *You may specify that applicant hold or be qualified to hold one of the teaching certificates listed below. Put the number here* →
1 Elementary 3 Junior High 5 Vocational 7 Administrative and/or supervisory
2 Middle School 4 Secondary 6 Standard or Regular or Combined El/Sec

17 *If this position requires the completion of a teacher preparation program, put a "1" here* →

18 Optional *If experience in any of the areas listed below would be helpful, specify up to 4, by number, here* →
1 Programs for disadvantaged 5 Adult education 8 Experience outside of U.S.
2 Publication/journalism 6 Administration 9 Community youth program/summer camp
3 Fine arts 7 Recreation/coaching 0 Peace Corps/VISTA/Teacher Corps
4 Counseling

19 Optional *To further faculty integration or broaden your system's cultural base, you may stipulate preferred ethnic identification of applicants. See list below and put the number here* → and WEIGHT
1 American Indian 2 Cuban 3 Mexican-American 4 Black 5 Oriental 6 Puerto Rican

20 Optional *If the job requires a specific sex (as for physical education) indicate by number here* → 1 Female 2 Male and WEIGHT

21 *If candidate is needed for active employment before the beginning of the next normal school year, put a "1" here* →
(Some candidates are available now.)

(DO NOT DETACH) (DO NOT DETACH) **V**

I understand that all persons whose names are referred to me by NEA*SEARCH may not still be available for employment; that there is no guarantee as to the accuracy of information given by any persons referred; that NEA*SEARCH does not guarantee that there are available persons meeting my specifications. I agree to notify NEA*SEARCH when the vacancy described here has been filled so that it may be removed from the active list.

Signature _____ Date _____

DETACH AND MAIL TO: NEA*SEARCH, Department V, 1201 - 16th Street, N.W., Washington, D.C. 20036.

FREE

Form T—Candidate's Questionnaire

(Elementary and Secondary)

1 *Name* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Last name, COMMA, first name, space, middle name (or initial)

LEAVE BLANK
☐☐☐☐☐
NEA SERIAL NUMBER

2 *Number and Street* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Leave space between elements. Abbreviate as necessary.

See LIST B and write the 2-letter code here.

3 *City* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ *State/Region* ☐☐ *ZIP* IMPORTANT ☐☐☐☐☐
If outside of U.S., write name of country here:
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Note to keypuncher: Pick up 2nd card.

4 *Telephone Number* ☐☐☐ ☐☐☐ ☐☐☐☐ (Area Code)

5 *Year of Birth* 19☐☐

6 *Title & Sex* ☐
1 Miss
2 Mrs.
3 Dr. (Female)
4 Mr.
5 Dr. (Male)

7 Optional — *If you would consider a position in a school other than public (independent, proprietary, parochial, etc.), put a "1" here* ☐

8 *Indicate the type of school district (see below) in which you would like to teach. Put the number here* ☐
1 Urban 2 Suburban 3 Rural 4 Combination

WEIGHTING: In Items 9, 10, 12, and 15, weighting permits you to express how strongly you feel about your choices. Numerical weights of 3, 2, and 1 allow you to state a relative preference between or among your selections, or the importance of a single selection.
WEIGHTS: **3** *I strongly prefer it.* **2** *I prefer it.* **1** *I will accept it.*

9 *Geographic Preference: Select up to 3 from LIST B, and put the code letters here* ☐☐ and WEIGHT ○ ☐☐ and WEIGHT ○ ☐☐ and WEIGHT ○

10 *Special Programs: If you would prefer to work in a program that can be described by one or more of the options listed below, put the numbers here* ☐ and WEIGHT ○ ☐ and WEIGHT ○
1 Experimental 2 Disadvantaged 3 Ungraded 4 Combination

11 *Grade level: Select level you prefer from list below and put the number here* ☐
1 Elementary (K-6)
2 Middle School (6-8)
3 Junior High (7-9)
4 Senior High (10-12)
5 Secondary (7-12)
6 Combined El/Sec (avoid this choice if possible)

12 *Subject/Position: Indicate the subject/position you would like to teach/fill in your next job. Select up to 4 from LIST A, and put the code numbers here* ☐☐☐ and WEIGHT ○ ☐☐☐ and WEIGHT ○ ☐☐☐ and WEIGHT ○ ☐☐☐ and WEIGHT ○

For special administrative fields, e.g., "Art Supervisor," select administrative level (175) followed by subject (052) and give them the same weight.

13 *Experience*

a. *Select from LIST A, the subject(s)/position(s) you have taught/filled and put the code numbers here* MOST RECENTLY ☐☐☐ EARLIER ☐☐☐

Note *to keypuncher: Pick up 3rd card*

b. Indicate total number of years of *teaching* experience, including current assignment, here (for 9 or more years, write 9) ☐
(Exclude practice teaching.)

c. Indicate total number of years of experience, if any, in *other* areas of the profession here (for 9 or more years, write 9) ☐

14 *Education: Indicate highest educational level attained or degree expected by August next. Select from list below and put the number here* ☐
1 Two years of college
2 Bachelor's degree
3 Bachelor's + 18 hrs.
4 Bachelor's + 30 hrs.
5 Master's degree
6 Master's + 30 hrs. (or prof. diploma)
7 Master's + 60 hrs.
8 Doctorate

15 *Salary: Indicate minimum annual salary you request here* VERY IMPORTANT $ ☐☐☐☐☐ and WEIGHT ○

16 *Certification: Indicate below the teaching certificates you hold or are qualified to hold, and in what states.*
1 Elementary
2 Middle School
3 Junior High
4 Secondary
5 Vocational
6 Standard or Regular or Combined El/Sec
7 Admin. and/or Supv.

LIST B Code
Type ☐ State ☐☐
Type ☐ State ☐☐
If pending, put a "1" here ☐

17 *If you have completed or are completing a teacher preparation program, put a "1" here* ☐

18 *If you have experience in any of the areas listed below, select up to 4 and put the numbers here* ☐
1 Programs for disadvantaged
2 Publication/journalism
3 Fine arts
4 Counseling
5 Adult Education
6 Administration
7 Recreation/coaching
8 Experience outside of U.S.
9 Community youth program / summer camp
0 Peace Corps/VISTA/ Teacher Corps

19 Optional — *You may indicate your ethnic identification. Select from list below and put the number here* ☐
Do so only if you think it will be to your advantage. (Many schools are now requesting minorities.)
1 American Indian 2 Cuban 3 Mexican American 4 Black 5 Oriental 6 Puerto Rican

20 *Indicate the status of your availability to enter active employment. Select from below and put the number here* ☐
1 I am available now. 2 I will be available at the beginning of the next normal school year.

21 Optional — *(Does not apply for prospective teachers.) You may request that your name be kept from your present employer. If you do, fill in below.*

School District ZIP ☐☐☐☐☐ ← *VERY IMPORTANT*

Please read and sign in the applicable space below. Enclose appropriate fee; make check or money order payable to NEA*SEARCH. Detach Form T and mail with fee to NEA*SEARCH, Department 80, 1201 - 16th Street, N.W., Washington, D.C. 20036.

(DO NOT DETACH) (DO NOT DETACH)

T

I certify that these data are correct to the best of my knowledge and that the appropriate fee is enclosed. I understand that NEA*SEARCH accepts no liability and offers no assurance of matches, but will give me up to 10 contacts for which I qualify. I understand that NEA*SEARCH cannot make refunds. On accepting a new position, I will notify NEA*SEARCH so that it may remove my name from its list of available candidates.

Signature _____ Date _____

Optional for Nonmembers. I also wish regular membership in the National Education Association and enclose a separate check/money order for $15 (check here) ☐ thereby entitling me to the $8/$10 NEA* SEARCH registration fee. (Students: Check with the Student NEA chapter on your campus re membership.)

SEARCH fee schedule for job seekers

The NEA*SEARCH registration fee is $10 for NEA members and $25 for nonmembers for the hiring season ending in September 1970. Student NEA members may register for $8 and student nonmembers for $15.

Nonmembers of NEA may join the Association at the time they register with NEA*SEARCH by enclosing a separate check or money order for the membership fee ($15), thus taking advantage of the NEA*SEARCH special registration rate reserved for NEA members. (This offer does not apply to teachers in states which have unified membership.)

List A Subject/Position

(The program is **NOT** equipped to handle positions in higher education.)

To express your educational background, experience, and job choice, select the item which comes closest to the one you want.

Elementary

010—All, K-8; **011**—K; **012**—Grades 1-3; **013**—Grades 4-6; **014**—Grades 7-8; **020**—Art; **018**—Math; **021**—Music Gen.-Specialist; **023**—Music-Instrumental; **031**—Phys. Ed.; **019**—Science.

Junior High

051 — General/Multisubject; **047** — Art; **092** — English; **091** — Home Economics; **089**—Industrial Arts; **097**—Mathematics; **059**—Social Studies; **060**—Science.

Special Education

030—Behavioral Disorders; **026**—Deaf and Hard of Hearing; **029**—Gifted; **032**—Learning Disabilities; **022**—Mentally Retarded; **024**—Physically Handicapped; **027**—Remedial Reading; **028**—Speech Correction.

Other Specialties and Miscellaneous

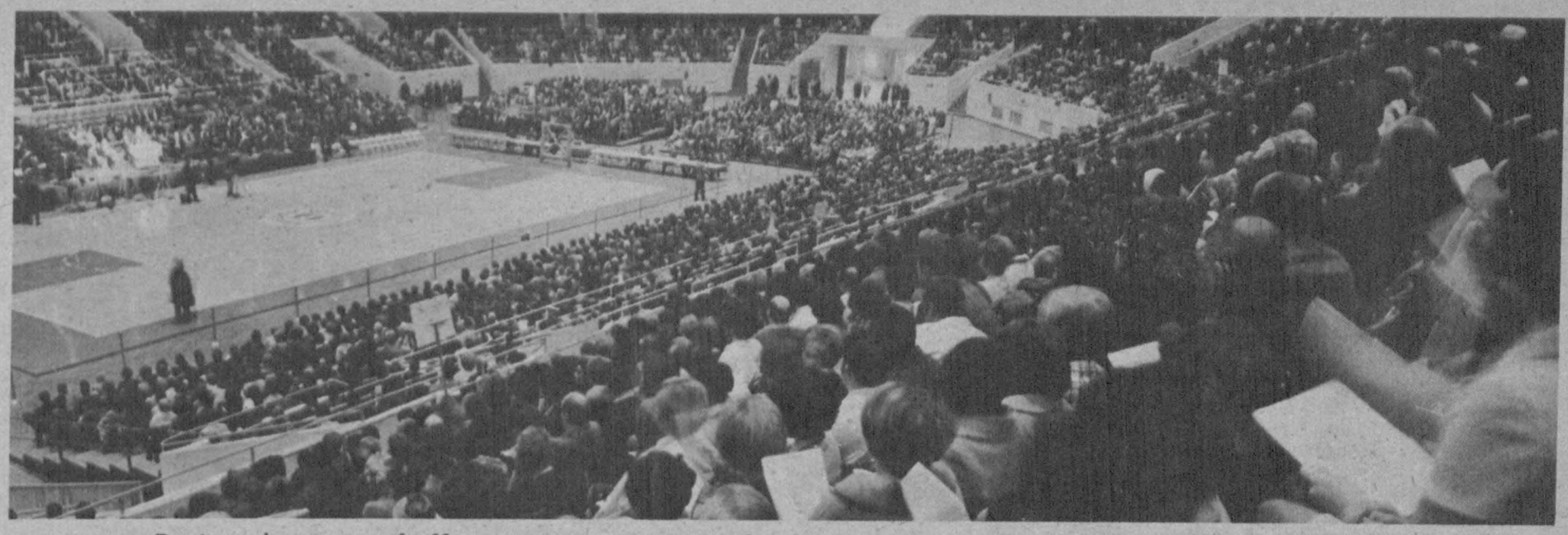
003 — Counselor; **007** — Counselor-Elementary; **005**—Counselor-College Admissions; **004**—Counselor-Voc. Guidance; **001**—Preschool; **002**—School Librarian; **006**—School Social Worker; **016**—School Psychologist; **017**—School Nurse; **015**—Curriculum Specialist; **025** — Computer Technician; **008**—Adult Education; **009**—Religious Education; **035**—AV Building Coordinator; **034**—Educational Media; **036**—TV Production/Utilization; **037**—AV Graphic Production; **038**—Photography (Still/Motion); **039**—TV Teacher.

Secondary

050 — General/Multisubject; **052** — Art; **062** — Biology; **081** — Business Education; **063**—Chemistry; **071**—Coaching-Baseball; **072**—Coaching-Basketball; **073**—Coaching-Football; **074**—Coaching-Gymnastics; **075**—Coaching-Swimming; **076**—Coaching-Track; **077**—Coaching-Wrestling; **094**—English as Foreign Lang. (TEFL); **064**—Earth Science; **044**—Economics; **093**—English; **053**—French; **061**—General Science; **043** — Geography; **054** — German; **042** — Government; **069**—Health Education; **041**—History; **058**—History-Black and/or Afro-American; **090** — Home Economics; **099** — Humanities; **100** — Industrial Arts-Gen.; **101**—Industrial Arts-Woods; **102**—Industrial Arts-Metals; **103** — Industrial Arts-Electricity-Electronics; **104**—Industrial Arts-Drafting; **105**—Industrial Arts-Automotive/Power; **106**—Industrial Arts-Crafts; **107**—Industrial Arts-Graphic Arts; **095**—Journalism; **055**—Latin; **098**—Mathematics; **066** — Music-General; **067** — Music-Instrumental; **068**—Music-Vocal; **070**—Phys. Ed.-Gen.; **078**—Phys. Ed.-Athletic Director; **065**—Physics; **048**—Psychology; **056**—Russian; **049**—Safety/Dr. Ed.; **046**—Senior Problems; **040**—Social Studies; **045**—Sociology; **057**—Spanish; **096**—Speech/Drama; **080**—Voc. Ed.-Gen.; **083**—Voc. Ed.-Agriculture; **084**—Voc. Ed.-Auto; **082**—Voc. Ed.-Distributive; **085**—Voc. Ed.-Electronics; **086**—Voc. Ed.-Metals; **087**—Voc. Ed.-Woods; **081** — Voc. Ed.-Office Practice; **090**—Voc. Ed.-Home Economics.

Administrative and Supervisory

175—Supervisor; **176**—Department Head; **177** — Consultant/Specialist/Coordinator; **178**—Director; **179**—Superintendent; **180**—Assist. Superintendent; **181**—El. Principal/Headmaster; **182**—Mid. Sch. Principal/Headmaster; **183**—JH Principal/Headmaster; **184** — SH Principal/Headmaster; **185**—El. Assist. Principal/Assist. Headm.; **186** — Mid. Sch. Assist. Princ./Assist. Headm.; **187**—JH Assist. Principal/Assist. Headm.; **188**—SH Assist. Principal/Assist. Headm.; **189**—Federal Coordinator; **190**—Intergroup Relations Coordinator.



During phase one of efforts to improve state school financing, Kentucky teachers gather at a rally.

Bold united effort yields results in Kentucky

Kentucky's 25,000 teachers ended their statewide, week-long strike March 2 and turned to phase two of their drive for improved support of schools. By that time, an increasing number of injunctions were forcing teachers to return to the classrooms.

Sure that the "war had just begun," Kentucky teachers intensified community work and petition drives during after-school hours. And, with NEA financial assistance and staff support, the Kentucky Education Association stepped up legislative lobbying as well as public relations programs in the press and on radio and TV.

Proof of growing support for KEA has become increasingly evident across the state. Tens of thousands of voters signed petitions urging legislators to support KEA's program; Kentucky's Young Democrats publicly announced support not only for the teachers legislative objectives but for their strike as well; increasing numbers of invitations for NEA, KEA, and local teacher-leaders to address community and businessmen's groups were received and growing responsiveness to such presentations was reported; Junior Chambers of Commerce in various localities announced public support for KEA's demands; and among other groups, the American Association of University Professors at the University of Kentucky backs KEA's program.

At press time, the results of mounting pressure became evident as action on KEA-supported bills was begun in the legislature.

Among KEA-sought measures that were passed in the House and sent to the Senate were two bills repealing restrictive features established in a 1965 property tax law as well as two fringe-benefit measures for teachers. In addition, a negotiation bill, as amended, finally reported out of committee in both the House and the Senate, was slated to come up for vote as this issue went to press.

Meanwhile, NEA's preliminary investigating team began its work in Kentucky.

With the possibility of national sanctions looming, the *Louisville Times* surveyed officials in formerly sanctioned Florida, Oklahoma, and Utah. Its report stressed the adverse impact of NEA sanctions on business as well as teacher recruitment.

nea reporter

Published by the National Education Association

Vol. 9, No. 3 — March 20, 1970 — Washington, D.C.

Outcome called tragedy

Congress passes 1970 funding

The longest appropriations battle in years ended March 6 when the President signed the fiscal 1970 Labor-HEW appropriations bill. After an eight-month battle over education funds, Congress finally compromised on a $19.4 billion bill giving the President discretionary power to cut two percent of the total, but no more than 15 percent from specified line-item programs.

Education will receive about $3.8 billion under the revised money bill. Although education ended up with $600 million more than President Nixon originally requested, some believe that a dangerous precedent has been set by giving the President discretionary authority over spending.

John M. Lumley, NEA's assistant executive secretary for legislation and federal relations, called the final outcome of the funding battle "a tragedy for our American system of government." Dr. Lumley charged that Congress had abdicated its prerogatives and its responsibility in federal spending.

"Congress has forgotten all about the good of the schools for the sake of political expediency," Dr. Lumley said, "using tactics distasteful even to members of the Administration's own party."

Dr. Lumley was referring to a White House assurance that no funds would be cut from the popular federal impact aid program if Congress accepted the discretionary cut provision. The President vetoed an earlier $19.7 billion Labor-HEW appropriation, denouncing impact aid as the most unfair program in the bill. Such an about-face, say Capitol Hill sources, has severely damaged the President's credibility.

Republican Sen. Charles Percy of Illinois declared: "I have honored my pledge to support the Administration in its anti-inflationary efforts. But the Administration's position on the inequity of the impacted areas aid formula, a position I supported, has now been shot out from under us. The Administration must assume full responsibility now if it makes expense reductions that will be more dangerous in their adverse effect upon the health, education, and welfare of the nation than spending the money would have on inflation."

Also exempt from reduction in the final appropriation bill were funds for hospital construction, Social Security, railroad retirement, and soldiers homes. Any reductions, therefore, would have to come from the very programs Congress had previously voted to increase: elementary and secondary education, instructional equipment, vocational education, libraries and community services, education for the handicapped, and education professions development.

Sen. Warren Magnuson (D-Wash.), chairman of the Senate HEW Appropriations Subcommittee, said he thought lawmakers were just weary of the drawn-out fight, and many Washington observers attributed the final compromise to that weariness. But, Dr. Lumley observed, action on next year's budget is about to start, and the outcome of the fight over this year's money should be taken as a warning that school funding will continue to be an uphill struggle.

NEA membership already tops one million, gain in Pennsylvania may reach 30,000

NEA membership has topped one million and already is running neck-and-neck with last year's total of 1,014,414, the Membership Development director said this month. Of the 54 states and other enrollment areas, 27 had exceeded last year's total by the end of February, John H. Starie said. Eleven others were within one or two percentage points of doing so, he added.

Numerically, the largest gain is being made in Pennsylvania. Mr. Starie predicted that, by the end of the school year, Pennsylvania membership would show a gain of nearly 30,000 over last year.

In percent of gain, Rhode Island leads the nation. Its 4,261 members represent 253 percent of last year's total. Pennsylvania and Rhode Island are in their first year of unification.

Minnesota and Wisconsin have also made large numerical gains, the Membership Development director said. Four-figure gains have been made in Delaware, Florida, Hawaii, Kansas, Kentucky, Maine, Michigan, West Virginia, and among foreign teachers, he added.

"Most of the states where unification is in effect have shown increases in membership this year," Mr. Starie said.

Among the Southern states, where mergers of associations have been taking place, both Florida and South Carolina have exceeded last year's membership, while Mississippi is coming up strong, he said.

Illinois plans unity

On February 28, the Representative Assembly of the Illinois Education Association voted by a large majority to unify IEA with NEA by July 1 of the year following ratification by 12 of IEA's 22 divisions.

Four divisions have already voted in the affirmative—Rock River, Northeast, North Lakes, and East Central. Positive action is needed in eight more division representative assemblies, IEA spokesmen said, and this action is anticipated this spring.

If the vote is positive, unification in Illinois will become effective on July 1, 1970.

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

American education needs dollars, not words

Once again, President Nixon has shown his intention to fight education problems with words, not dollars. The education message which he sent to Capitol Hill this month is another example of how this Administration underestimates the intelligence of the American people. For behind Mr. Nixon's elaborate and high-sounding rhetoric is a naked and unashamed proposal to shrink even further the federal role in school financing. The figures don't lie; the President doesn't tell us that the federal share is down from 8 percent in fiscal 1968 to 6.6 percent in fiscal 1970. Our schools are in a fiscal crisis and the federal government is the last tax resource available for attacking this problem.

The Nixon message starts with the astounding declaration that "American education is in urgent need of reform." My understanding of legislative activity during the past decade indicates that Congress and the preceding Administrations were well aware of the need for reform, and that during the Johnson years alone some 60 education programs were enacted and signed into law. Some of these programs failed to live up to our expectations, but in almost every case the failure was clearly linked to *underfunding* rather than defects in the legislation itself.

Mr. Nixon has perpetuated this outrageous situation in his budget requests for fiscal 1970 and 1971. While paying lip service to the "right to read," he has requested *zero* dollars for the textbook and school library title of the Elementary and Secondary Education Act. The law authorizes expenditures of $206 million in the current fiscal year; Congress passed a $50 million appropriation for it; and in January Mr. Nixon vetoed the bill as "inflationary."

Now we are told that the Administration will ask $200 million for the reading program. The feeble explanation is that Mr. Nixon will try to launch this project by combining the appropriations for books and libraries with the educational innovation title of ESEA. This is robbing Peter to pay Paul; as such it should be discredited as dangerous and unproductive public policy.

Next, Mr. Nixon proposes legislation to create a National Institute on Education within the Department of Health, Education, and Welfare. The purpose of this new bureau would be to conduct research and experimentation in education—a program into which the federal government has pumped untold millions of dollars during the past decade, and for which more than $130 million is requested in fiscal 1971. Now we are asked to provide public funds for a new agency to supplement the countless blue ribbon task forces, study groups, advisory councils, and conferences which have had little, if any, impact on classroom practice.

We know as professional educators that the problems of the schools defy easy analysis, but we have learned that nothing good will happen until public funds are used for putting enough highly qualified and motivated teachers into decent and adequately equipped classrooms. We know, too, that good nutrition must be a major concern of the schools; it is impossible to teach a hungry child.

The President announced the creation by executive order of a commission on school finance, with a mandate to study the whole range of problems in this area and issue a report within two years. Again we must observe that countless foundations and private organizations, plus the prestigious Advisory Commission on Intergovernmental Relations (created by Congress in 1959), have been studying the patterns of state, local, and federal taxation and expenditures for years. We hope that the President's commission will coordinate its efforts with these agencies and organizations, and help bring about greater public awareness of, and concern about, the fiscal crisis confronting our schools.

It must be made clear that the objective of this commission's work is development of a workable legislative proposal. I would suggest that the commission consider the NEA's general federal aid program as an approach to the problems which will come under study. This legislation would provide at least $100 per school-age child, earmark at least $3 billion per year for improving teacher salaries, and release additional billions for meeting other urgent school needs as identified by the states themselves.

The Administration's proposed early learning program would create a network of experimental centers to discover "what works best in early childhood education." We believe that more study of this question is needed, but doubt that valid answers can be obtained from an experiment designed to serve only the disadvantaged. A truly comprehensive experimental child development program cannot be built around the proposed family assistance program. And a truly independent program cannot be built in the political arena, subject to a governor's veto.

—George D. Fischer, NEA president

A plan for political progress

The ten-year plan for political progress (below) represents a dream that has been translated by the NEA Citizenship Committee into a set of goals to be reached in the next decade. Key people of our profession all over the country are committed to such a dream and to the development of a strategy for its achievement.

If our society is to vindicate itself, it must make representative government work. Educators live at the fulcrum of power to do this. Moreover, if education is to come into its own and be the means of a better life for all Americans, we will need new vision, new commitment, new educational programs, well-qualified teachers, and greater political participation and responsibility. A brave new world can be achieved if we become a united, self-disciplined teaching profession that cares enough to assume the double challenge of being not only competent stimulators and managers of learning, but politically competent citizens.

Commitment to the dream is never enough. Bringing the vision to reality requires the practical translation of dreams into action programs with specific timetables.

Already planned, for the third consecutive year, is the committee-sponsored nationwide Teachers-In-Politics Weekend. The observance is planned for April 3-5. Its purposes are, first, to improve understanding about the need for teachers' involvement in politics, and to inspire them to be involved; and second, to attract the attention of the public to this new political awareness and involvement of teachers.

What can your association do? Sponsor a workshop or clinic to pep up your teacher population politically. Let your news media know that April 3-5 is Teachers-In-Politics Weekend and what you are doing to observe it. Ask your local or state officials to issue a proclamation that April 3-5 is Teachers-In-Politics Weekend. Sponsor a candidates' night, or have a luncheon for your legislators. Write about it in your newsletters or magazines. You will think of other ways to mark this event.

If the Teachers-In-Politics Weekend is truly nationwide, if it happens everywhere there are teachers, the united profession will have taken a step toward dramatic influence on the society of the seventies.

—Felix C. Robb, former member, NEA Citizenship Committee

The Next Ten Years: A plan developed by the NEA Citizenship Committee

Aim: To produce in the United States a great body of sensitive, thinking human beings who are participating actively and effectively in the democratic processes, local, state, and national.

Objective I. Concerning NEA: A united, independent voice for education, with NEA as the spokesman
- In political party decision making
- In the Congress of the United States
- In the office of the Chief Executive
- In the U.S. Office of Education and other government agencies

Objective II. Concerning Teachers as Individuals: Every teacher a leading political citizen, freed by state law and/or board policy to practice full citizenship and political rights and responsibilities
- In service to public bodies
- In elections, partisan and nonpartisan
- In political parties

Objective III. Concerning Teacher Organizations: Every association a vital force for good government and better schools, with
- An effective Citizenship Committee in every association
- An effective method whereby every association may collect and disburse campaign funds for partisan candidate elections (a separate political action committee)
- A close working relationship between these two functioning units and legislative efforts, both horizontally and local-state-national
- Millions of dollars available for political action for education, local-state-national

Objective IV. Concerning Students: Every student informed and constructively involved in the democratic processes of campus and community life, through
- Influence of teachers with new and broadened attitudes toward the treatment of controversial and/or political issues in the classroom
- Study of practical politics in courses widely available in high schools and colleges
- Judicious sifting of ideas and ideals in reaching personal and group decisions
- Active participation in on- or off-campus partisan and nonpartisan political activity

Objective V. Concerning the Nation: All American citizens informed, active participants in the democratic processes, helping to effect
- Fair election laws and practices
- Sound and operable laws concerning campaign spending
- A broadened base of political campaign contributions
- A strengthened and improved two-party system
- A nation where free men govern themselves with courage and vision

nea reporter

Published monthly from September through May (except December) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.
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EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

For political power

Report urges black occupational caucuses

School desegregation in East Texas is producing "arbitrary and discriminatory treatment" of black students and teachers, according to an NEA report released this month.

In a 57-page document outlining the failures and frustrations of desegregation in 25 rural counties east of Dallas and Houston, NEA recommends formation of "black occupational caucuses" by teachers to give blacks the political power they need to fight "white domination."

Based on a special study by NEA's Commission on Professional Rights and Responsibilities, the report tells of the systematic elimination of black educators and the "humiliations" suffered by black students in a setting characterized by "outstanding statistical progress in school desegregation."

The report, titled "Beyond Desegregation: the Problem of Power," sets up East Texas as a model for the rest of the country to examine for pitfalls in the school desegregation process.

A four-member special committee, which spent four months studying East Texas, found numerous examples of black educators losing jobs as a result of desegregation. Witnesses appearing before the committee reported that many blacks have lost jobs after participating in political or civil rights activities, such as voter registration drives.

In the absence of such protections as state tenure laws and local grievance procedures, blacks with as many as 20 years of teaching experience are fired rather than placed in classrooms with white children, the report states.

The NEA committee found in some school districts "more subtle" forms of eliminating blacks. Blacks sent to formerly all-white schools are assigned to teaching subjects out of their field and then are dismissed for unsatisfactory performance. Often, blacks are assigned to federally funded projects and then dismissed when funds run out, according to the NEA committee.

The committee cites examples of intimidation and discriminatory treatment of black students by white students, teachers, and administrators.

Addressing itself exclusively to East Texas blacks, the committee says bluntly that conflicts between society's "haves" and "have nots" will not be resolved through appeals to the generosity and good will of the haves. "It is a basic truth of power relationship that the responsiveness of the majority power holders to minority interest increases in direct proportion to the amount of bargaining power held by the minority group," the report states. "Power can only be countered with power."

Blacks have virtually no influence in merged local associations of East Texas, the report charges. As a result, the job security local associations are supposed to afford their members is not available to blacks.

As a result, the committee feels the only recourse open to blacks is the formation of black occupational caucuses—not only at the local, regional, and state levels in Texas, but in other states, and at the national level as well. Blacks would have their own elected representatives authorized to negotiate with the white leadership of various associations.

Negotiations between blacks and whites within associations, the committee asserts, should be based on "the premise that the mutual interest of both black and white educators in preserving a merged organization can be served only if the organization agrees to serve the particular needs of its black, as well as its white membership."

The committee rules out a return to racially segregated associations. Separatism would destroy the potential strength of both races to effect educational change, the report says.

The NEA committee urges education association leaders to recognize that race is a major factor in professional decisions. As long as this continues to be true, the occupational needs and interests of black educators will continue to require special attention, the report states.

In addition to organizing within the teaching profession, the committee recommends that black educators seek to close the gap which traditionally has existed between themselves and the rest of the black community.

New Jersey children and teachers benefit from association negotiations and strikes

Press reports on teacher negotiations and strikes generally emphasize economic issues. The struggle for improved and/or expanded educational services for children is one of the least reported and least understood areas of teacher concern at negotiation tables. The public rarely is aware that teacher negotiators often must fight to get school boards to consider instructional proposals negotiable. Thus, the poorly informed public doubts that striking teachers are concerned about anything beyond salary hikes for themselves and tax hikes for everybody else.

In view of this credibility gap, some of the contracts won this year by NEA affiliates in New Jersey after long, tough struggles merit special attention.

NEA President-Elect Helen Bain flew to Jersey City to meet with the teachers during their strike. Addressing a huge rally, she brought word of NEA support for their cause as well as NEA's pledge of funds to help them with legal fees as had been requested by JCEA and NJEA.

Jersey City settlement is record breaker

In the early morning hours of March 4, negotiators for the Jersey City Education Association and for the board of education finally reached agreement on a new contract. That day, the city's 1,650 teachers voted enthusiastic ratification, ending a strike that started February 9 and had nearly 100 percent staff support and participation.

A review of the new two-year contract makes it difficult to determine which is more impressive—the package of economic gains for teachers or the package of educational improvements for children. For example, the salary increases for 1970-71 that range from $1,450 to $3,300 and climb a great deal higher in 1971-72 are certainly noteworthy. However, the expanded educational services for Jersey City children spelled out in the new contract add up to one of the finest packages ever won by any teacher group at one time. And in view of the board's initial refusal to consider the educational program negotiable, this achievement is particularly notable.

JCEA's new contract provides for a doubling of remedial teachers in the system; the employment of 20 additional bilingual teachers for the Spanish-speaking children in the city; 10 additional classes for educable retarded children; three additional classes for trainable retarded children; the addition of four more classes for brain-injured children (Jersey City has only one such class at present); reduction of class size to a median of 30; and a good deal more.

Organized community groups in Jersey City had tried time and again to secure the kinds of educational improvements for which the teachers struck. Teachers—both white and black—on JCEA's negotiating team worked with community groups in which they are active and kept them informed about all the objectives for which the teachers were striking. Jersey City teachers, therefore, had church and community support in large measure.

Jersey City's 1970-71 salary schedule will range from a B.A. base of $8,000 up to a top maximum of $14,700 in 12 steps; in 1971-72, it will range from $8,700 up to $15,600. In addition, longevity increments are increased both this year and next and in 1971-72 will provide $400 increases each at the 20th, 25th, and 30th years. The fully paid health insurance program currently limited to employed teachers is now extended to provide full coverage for the teacher's family as well.

Jersey City teachers' professional objectives were also achieved. For the first time, teachers are guaranteed full authority, free of supervisory or administrative interference, in such areas as grading pupils and in classroom matters generally. In addition, and also for the first time, teachers will have a guaranteed role in securing special assistance for disruptive students.

New Jersey Education Association staffers assisted JCEA leaders during the three-and-one-half-week strike and at the negotiation table. NEA responded to JCEA's request for financial aid to cover legal fees, and NEA President-Elect Helen Bain met with the beleaguered Jersey City teachers to bring them word of NEA's full support.

Salary not a key issue in East Brunswick strike

The 525 teachers in East Brunswick, New Jersey, joined by the school system's 225 nonprofessional staff, conducted a practically 100 percent effective one-week strike in January. The walkout took place before the East Brunswick Education Association's negotiation team had begun serious negotiations on teacher welfare items. The vote to strike was in response to the school board's announcement of an economy drive that would have involved a variety of staff and service cutbacks.

The strike settlement not only prevented the planned staff reductions, it achieved some staff expansions. Two elementary guidance counselors slated to be fired were retained; some additional high school teachers will be placed; the plan to reduce the number of aides in the system was dropped; and as part of the new remedial reading program successfully negotiated for the entire school district, one additional reading teacher plus three new instructional aides will be employed.

Once these strike issues were satisfactorily settled, association negotiators tackled welfare and economic items. Since the association represents all paraprofessionals and nonprofessionals in the system as well as the professional teaching staff, at least three different sets of salary increases had to be thrashed out. This was accomplished quite successfully.

The 1970-71 teacher salary schedule in East Brunswick provides for increases that range from $900 up to $1,250; the average raises won for the paraprofessionals range from 13 percent to 18 percent; and the increases for hourly wage employees range up to 60c per hour. Among other successfully negotiated items is the school board's agreement granting one-half day released time for EBEA's president so that he may provide continuing teacher representation services throughout the school year.

Though many others can be cited, the above examples may suffice to illustrate the effectiveness of teacher negotiations in behalf of better education for children.

Nixon administration assailed

NEA urged to take lead in desegregation

More than 500 educators, civil rights leaders, and representatives of civic and religious groups last month gathered in Washington, D.C., and urged NEA to take the lead in stepping up school desegregation. NEA should act, they said, because the Nixon administration and both political parties have dropped the ball on the desegregation issue.

The conference, sponsored by the NEA Center for Human Relations, was held February 19-21.

Participants from all 50 states zeroed in on the critical issues surrounding school desegregation at the Eighth National NEA Conference on Civil and Human Rights in Education.

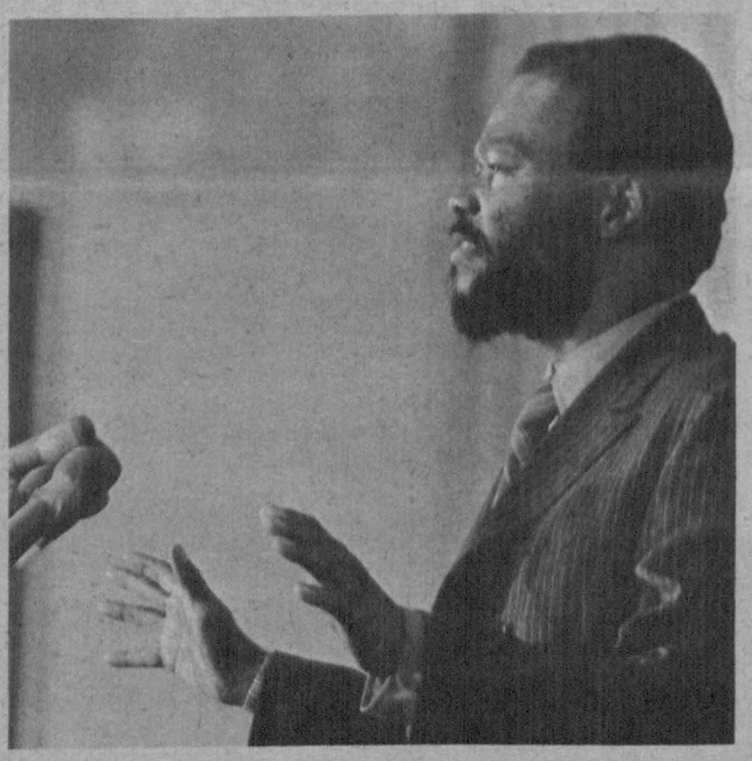
NEA President George D. Fischer, who made the keynote address, charged that "President Nixon is the greatest enemy that teachers and the black man have had since Rutherford B. Hayes made a deal with the South to end Reconstruction Days."

Mr. Fischer emphasized that attitudinal changes were essential to this country's stand on minority groups. "Money talks. It buys respectability," he said. "Give me one generation of kids with good nutrition, good environment and good education, and you'll have a generation that believes it can win." On the busing issue, he stressed that "there's a lot of busing going on for the wrong reasons. You don't see white kids from the affluent suburbs being bused into urban school systems, for example."

NEA Executive Secretary Sam M. Lambert also criticized the current political structure. "We are dealing with a schizophrenic administration," he said. "This Nixon administration has a split personality, and it is difficult to know what the score is." Noting that there are 50 million youngsters in the school system, Dr. Lambert pleaded: "Let these kids alone. From one to five, these youngsters have no hangups [about racial prejudice]. Parents should leave them alone, let them learn and grow without outside interference. It all starts in the classroom. And if it is to start we cannot burn it down before we start," Dr. Lambert warned.

Mrs. LaDonna Harris, chairman of the Women's Advisory Committee on Poverty and a member of the Comanche tribe, turned the conference spotlight on more than 600,000 Indians who, she said, are presently living in hopeless and demoralized conditions. "Racism is the No. 1 mental health problem in this nation," she said, adding that racism is clearly seen in textbooks, the news media, and the attitude of "know-it-all professionals who do not listen to the people themselves."

Leon E. Panetta, who recently resigned under pressure from his position as director of the Office for Civil Rights at the Department of Health, Education, and Welfare, warned conferees of impending racial tragedy. He charged that leaders of both political parties are to blame for today's educational chaos and asked: "What will our nation's leaders do? I mean leaders of both political parties who are permitting the screams of defiance of the law, the ugliest voices, the most confused spokesmen in America to seize the high ground to trumpet their battle charges."



Roy Innis, national director of the Congress of Racial Equality, told the conferees that the "civil rights aristocracy" has made integration and desegregation synonymous. "This country is going to blow up over the confusion over these two words," he said. The dual school system is illegal, the CORE leader said, and the only solution is a unitary system where a district can be divided into two separate communities, black and white, with equal control. "Because we are not living together in harmony, let us live apart in peace," he said.

Florida state association pledges to work for full desegregation

The Florida Education Association's board of directors has pledged to put FEA's "total teaching force" behind complete student and faculty desegregation of Florida schools. The board appealed for community support to make the concept a reality.

"Florida's teachers will work actively in the promotion of any orderly process that will speed us toward full and fair student-faculty desegregation," said FEA President Robert Pearson, "but we realize the job cannot be accomplished without support from school boards and community leaders."

Mr. Pearson charged that some school boards "are throwing away millions of dollars a year and are unnecessarily disrupting their school systems because of a stubborn and often bigoted refusal to integrate."

He declined to specifically name the counties which are losing federal funds as a result of inadequate integration plans, but said that "one county alone is expected to forfeit a million dollars as a result of this bigotry."

FEA also set up a standing committee on human relations charged with "attacking the many problems associated with the integration of our schools."

School librarians plan world tour

A world tour for school librarians July 13 to August 16 will include visits to school libraries and library schools in Tehran, India, Japan, Australia, and New Zealand.

The tour schedule also includes meetings of the World Confederation of Organizations of the Teaching Profession in Sydney. Participants may attend the two-day program on school libraries.

At the WCTOP meeting, the American Association of School Librarians will sponsor a special exhibit of original art by illustrators of children's books from some 30 countries contributed by Field Enterprises Educational Corporation.

Further information on the tour is available from Jean E. Lowrie, Head, Department of Librarianship, Western Michigan University, Kalamazoo, MI 49001.

NEA backs white teachers fired after civil rights action

NEA is providing financial assistance for three white teachers who were fired last year after participating in civil rights activities in two all-black Mobile County, Alabama, high schools.

The NEA DuShane Emergency Fund will pay legal fees for Donald B. Dickerson, Roy Hyde, and Fred Pistorious, all of whom were fired after criticizing the Mobile County school board for mass suspension of black students.

In a federal court suit filed January 29, the three teachers charged that by firing them, board members intended to "curtail and restrict" academic freedom, "chill and depress" freedom of speech, and indicate "what will happen to those under their supervision and control who do not adhere to the board's line in the expression of their views."

The suit, filed in the U.S. District Court for the Southern District of Alabama, Southern Division, seeks for each of the three teachers $50,000 in compensatory and punitive damages, all back pay, legal expenses, and new contracts to teach in Mobile County.

Mr. Dickerson, the only one of the three who continues to live and work in Mobile, received a letter last May 22 from Assistant Superintendent Judson R. Martin telling him that "circumstance does not warrant issue of a contract to you for the school year 1969-70 session due to certain problems associated with your work during the current school year."

Less than a month earlier, Mr. Dickerson and the other two fired teachers had received a letter from Mr. Martin crediting them and other teachers with the success of faculty desegregation in Mobile and asking them to "remain in your current teaching assignment for the 1969-70 school term if you so desire."

During the time between the two letters. Mr. Dickerson wrote letters to Mobile County School Superintendent Cranford H. Burns and Robert H. Finch, U.S. Secretary of Health, Education, and Welfare, protesting the Mobile County school board's "arbitrary and discriminatory policies" and the "mass discriminatory suspension of black students."

AMERICAN EDUCATION WEEK · OCTOBER 25-31, 1970 ·

Materials set for observing education week

"Shape Schools for the 70's" is the theme of American Education Week, 1970. The week has been scheduled for October 25-31, earlier than ever before and prior to many crucial elections on local school issues early in November.

Held annually since 1921, American Education Week is sponsored by NEA, the American Legion, the National Congress of Parents and Teachers, and the U.S. Office of Education.

A free AEW planning guide which includes an order form for AEW materials is available from American Education Week, P.O. Box 327, Hyattsville, MD 20781. Packets of AEW materials are also available for $2 each from the same address.

New standards set for school media programs

New national standards focusing sharply on the liaison between quality education and a school media program have been announced by the American Library Association and NEA.

These media program standards replace the 1960 school library standards and 1966 audiovisual standards. They provide a framework of guidelines to excellence, flexible enough to meet the intent and requirements of every school. Though presented for a unified media program, they are applicable in schools having separate school libraries and audiovisual centers.

Publication last spring of "Standards for School Media Programs" climaxed more than two years of intensive effort by the American Association of School Librarians, an associated organization of the NEA and a division of the ALA, and by the NEA Department of Audiovisual Instruction.

Educators plan convention on technology topic

The educational world in its relationship to computer technology will be examined during the annual convention of the Association for Educational Data Systems May 13-15 in Miami Beach.

Sessions will emphasize the technology of testing, educational management, instructional applications, computer administration, and software. Theme of the conference will be "Education Through Technology."

26,500 gather

Superintendents probe critical issues

Critical problems facing the nation's public schools were examined by more than 26,500 educators during the 102nd annual convention of the American Association of School Administrators last month in Atlantic City. Participants deliberated such urgent matters as increased accountability to parents and the public, school financing, teacher-school board negotiations, teacher strikes, race relations, student unrest, and environmental education.

James E. Allen, Jr., U.S. Commissioner of Education, told the school superintendents and other educators it is "imperative" that America's educational system provide better accountability for children's progress in school. "It is in large measure our inability to substantiate results that has generated disillusionment and a lack of confidence in our schools," he declared.

Accountability resolution

In a resolution on accountability, AASA supported "the concept of evaluation" but urged that "national assessment of education be used to promote, rather than eradicate, constructive differences among educational programs particularly suitable to the needs of the individual state, local system, or student."

State legislators were urged, in another resolution, to establish procedures for preventing or resolving teacher-school board impasse, "thus minimizing the possibility of work stoppage." AASA reiterated that "we . . . abhor in principle and condemn in practice, teacher strikes."

The superintendents added a resolution, modeled after the so-called Philadelphia Plan, which calls upon school boards to "seek out" contractors and business firms that employ adequate numbers of persons from minority groups.

Violent tactics opposed

While urging administrators to include students in education policy-making, a resolution endorsed by the educators added that "we abhor and reject physical or emotional violence as a tactic." A resolution recommending that students be given an opportunity "to work out the resolution of conflicts through democratic channels" was expanded to suggest that they also "be taught and encouraged to use practical and effective techniques" for bringing about change.

The 1970 Golden Key awards were presented during the convention to Malcolm T. Stamper, vice-president in charge of programs for Boeing's Commercial Airplane Group in Seattle, Washington, and his former high school coach in Detroit, Sam Bishop.

The awards, sponsored by five national organizations, dramatize the importance of good teachers in the development of the nation's most outstanding citizens.

Arthur J. Goldberg, former associate justice of the U.S. Supreme Court and former Secretary of Labor, told the press covering the AASA convention that he believes teacher strikes will diminish as more collective-bargaining expertise is developed in the field of education. Educators must accumulate this experience just as organized personnel in other fields have already done, he said. When asked how school authorities can build more stable relations with their staff, he suggested, "Pay them more money."

Principals' group changes name

A change in name from Department of Elementary School Principals to National Association of Elementary School Principals, effective immediately, was officially approved in the organization's recent election. The elementary principals became a national affiliate of the NEA in March last year.

Newly chosen president-elect of NAESP is William H. Forsberg, principal, Zachary Lane School, Plymouth, Minn.; and vice-president, Dorothy Mackland, principal, Forest School, Des Plaines, Ill. Their terms of office begin on June 1. At that time also, Anna Rockhill, principal, Pine Ave. School, Bethpage, N.Y., now president-elect, becomes NAESP president, succeeding Andrew J. Mitchell, principal, Boulder City (Nev.) Elementary School.

Texas junior college teacher supported

NEA is supporting the appeal of an Odessa, Texas, junior college teacher whose contract was not renewed after he advocated before a Texas legislative committee conversion of the school into a four-year college.

A friend of the court brief was filed in the 5th U.S. Circuit Court of Appeals on behalf of Robert P. Sindermann, a nontenured instructor at Odessa Junior College, by attorneys through NEA's DuShane Emergency Fund.

Mr. Sindermann teaches government and social science. As president of the Texas Junior College Teachers Association, he had been invited to testify before committees of the Texas State Senate on a pending bill relating to academic freedom and tenure and on a proposal to create a four-year college in the Midland-Odessa area. The board of regents of the college opposed the four-year conversion proposal advocated by the committee to elevate Odessa Junior College. Mr Sindermann's name appeared in a newspaper ad placed by the committee.

Mr. Sindermann asserts that as a result of these exercises of his First Amendment rights, the college determined not to renew his contract. A lower federal court decided against the junior college instructor.

The NEA brief advocates the right of professors and teachers, regardless of tenure status, to receive proper notice of intention not to renew the contract and to be guaranteed a fair and impartial hearing before action is taken. The brief further urges the court to lay down specific procedural requirements which school boards must follow in connection with the dismissal of a teacher or renewal of his contract.

The National Faculty Association of Community and Junior Colleges, a special project of NEA, is also supporting Mr. Sindermann's case.

'Change' is theme for physical educators

General sessions of the national convention of the American Association for Health, Physical Education, and Recreation will be keyed to this year's AAHPER theme, "Preparation for and Adjustment to Change." The convention will be held April 3-7 in Seattle.

First session speaker, Senator Henry M. Jackson of Washington, chairman of the Senate Interior and Insular Affairs Committee since 1963, will discuss conservation and pollution. Among the other speakers are AAHPER President John M. Cooper and Dale Turner, minister of the University Congregational Church in Seattle and a former physical education major, who will talk about "Facing the Challenge of Change."

In one session, Richard O. Carlson of the Center for Advanced Study of Educational Administration of the University of Oregon will lead off with a discussion of how to effect change and how change takes place—from society in general to educational institutions in particular. Peggy Miller of the Michigan State Department of Education will react to his presentation and analyze implications for the delegates own fields. The audience, seated at round tables for the presentations, will then turn to the group at their own tables for in-depth discussions of change as it relates to health, physical education, and recreation.

NEA Travel Division seeks suggestions for group tours

What new kinds of tours would you and your group like to see NEA operate?

The NEA Division of Educational Travel would like suggestions from members about the kinds of special interest tours, seminars, learning experiences, etc., that might be offered in the future. Tours in the United States or abroad may be suggested.

Group vacation suggestions should be sent to Henry H. Ware, NEA Division of Educational Travel, NEA Center.

Due process demanded

NEA fund aids antiwar professor

NEA is providing financial assistance to a Florida college professor who was fired after organizing an off-campus antiwar demonstration last spring.

NEA's DuShane Emergency Fund will pay legal fees for Robert Stevenson, 47, a professor since 1966 in the American Idea Department of the University of South Florida. The Florida Education Association filed a "friend of the court" brief.

In a federal court suit filed in Tampa, February 4, Mr. Stevenson charges that the college administration denied him due process of law and attempted to restrict his freedom of speech. "The basis for decision on this campus runs the rather dubious gamut from whimsy to tyranny," he said. "What we need here is a rule of law to be followed by all, including the president."

The suit, filed in U.S. District Court for the middle district of Florida, Tampa Division, seeks for Mr. Stevenson $150,000 in punitive damages, continuation of his teaching contract, and a pledge from the defendants that employees of the university system may express unpopular views "without fear of reprisals."

The suit also asks that the defendants be enjoined from denying employees of the university system the rights of due process of law guaranteed under the Fourteenth Amendment.

Named as a party plaintiff in the case is the National Society of Professors, an NEA unit. Ralph Chesebrough, director of NSP, said that by discontinuing Mr. Stevenson's contract, the administration of the University of South Florida attempted to "intimidate the entire faculty."

Teachers picket during strike in suburban St. Louis

The temperature was only 15 degrees, but the overwhelming majority of the more than 500 teachers in Mehlville, Missouri, went on strike February 19 and 20 to demonstrate the seriousness of their demands for meaningful negotiations. The strike was ended by a temporary restraining order obtained by the school board, but attorneys provided by the St. Louis Suburban Teachers Association for the Mehlville Community Teachers Association were arguing, as this issue of the Reporter went to press, that teacher strikes should be legal in Missouri. The court has also been asked to order the school board to renew negotiations in good faith with the teachers association.

Students in Kansas reaffirm stand on $6,500 starting pay

The Student Kansas State Teachers Association recently passed a resolution at its delegate assembly reaffirming its position that its members not accept positions in school districts offering less than $6,500 base for a beginning teacher with a baccalaureate degree.

The resolution said, in part: That the Student KSTA commend the school systems that reached the $6,500 minimum; commend also those systems that made all legal attempts to raise their salary bases, but were unable to meet the $6,500 request for the 1969-70 school year; and extend the $6,500 minimum salary resolution through the 1970-71 school year.

Professional staffing

NEA affiliates seek applicants

NEA-Kansas City, Kansas, has an opening for an executive director. Beginning salary is set at a minimum of $12,000 with additional amount to be determined by qualifications and experience. Write to: Mabel Lee, president, NEA-Kansas City, Kansas, 1 Gateway Center, Suite 431, 5th and State Streets, Kansas City, KS 66101.

Orange (California) Unified Education Association is seeking an executive director who shall be employed jointly by the California Teachers Association—Southern Section and the Orange Unified Education Association. Salary range is $14,724 to $17,892; appointment to be as soon as possible. Fringe benefits include retirement, health, life and accidental death insurance; disability; automobile expenses; 22 days vacation. Write to: Assistant Executive Secretary, California Teachers Association—Southern Section, 1125 West Sixth Street, Los Angeles, CA 90017.

California Teachers Association-Bay Section is accepting applications for the position of executive secretary designate. A two-year contract, with salary commensurate with training, experience, and assigned responsibilities, will be offered, to begin on or about August 1, 1971. For information write Hugh Page, Executive Secretary, CTA-Bay Section, Magnolia Ave., Burlingame, CA 94010.

School Library Manpower Project completes phase one

The first phase of the School Library Manpower Project initiated in 1968 by the American Association of School Librarians was completed recently. The nationwide study identifies and describes the duties and tasks performed by personnel in outstanding school libraries with programs of unified service utilizing varied types of materials and equipment. AASL is a division of the American Library Association and an associated organization of NEA. Results have been reported by the NEA Research Division in *School Library Personnel Task Analysis Survey*. (Price is $2 per copy from the Order Dept., American Library Association, 50 East Huron St., Chicago, IL 60611.)

Illinois associations merge offices

The Champaign (Illinois) Education Association and the Urbana Education Association, representing 1,000 teachers, recently opened the first cooperative educational office in the state. The new office, located in Champaign, is staffed for four hours in the afternoon.

During open house ceremonies a plaque was presented to Rep. Charles Clabaugh "in recognition of his effort toward passage of impaction," provisions in the new state aid to education bill. The impaction formula will provide an estimated million and a half dollars for the Champaign-Urbana schools. Roberta Hickman, UEA president, and Don Garrett, CEA president, made the presentation.

NEA membership ensures organized strength for teachers.

Desegregation study committee lauded as good faith effort

The East Baton Rouge (Louisiana) Parish School Board in December established a Public Education Study Committee "to formulate procedures for finding solutions to the many problems involved in making adjustments to a constitutionally permissible school operation. . . ." The committee consists of three white citizens, three black citizens, three school board members, and the superintendent of schools. In one of the meetings of the steering committee of the Public Education Study Committee, J. K. Haynes (far right, above), executive secretary of the Louisana Education Association, leads discussion of a point with other committee members. The board has also established a Faculty Desegregation Subcommittee and a Student Desegregation Subcommittee. An NEA fact-finding team, which visited Louisiana in February after a request for aid came from the Louisiana Education Association, said the East Baton Rouge committees exemplify a good-faith effort and also effectively involve community leaders in educational planning.

U.S. agency translating ACT series

The U.S. Department of State's Agency for International Development in Mexico is now translating ACT's 34-title series, *What Research Says to the Teacher*, into Spanish. It is planned that these translated editions be distributed through the various USAID Missions for use by teachers and education students in Mexico.

Permission has previously been granted for the translation of various pamphlets of the *What Research Says* series into such diverse languages as Greek, Danish, German, Polish, Portuguese, Arabic, Hindi, Armenian, Turkish, Indonesian, Malay, Bengali, Urdu, Peshtu and Persian.

$87,000 a year

Science, engineering awards announced

The largest and most extensive awards program ever designed for high school student projects in science and engineering was announced March 14 by Alfred B. Garrett, president of the National Science Teachers Association, at the opening session of the association's 18th annual meeting in Cincinnati.

The program, to be called "Tomorrow's Scientists and Engineers," is designed to encourage the nation's youth to become involved, through their own work, in science and engineering and to explore ways in which these fields can help solve the problems facing society. The program will be emphasized to students as: "A Student Awards Program for Technology in Service to the World We Want."

Top awards will be college scholarships of $6,000 each to the 10 national winners. Other educational assistance grants will be given to regional winners in 12 geographic regions of the country, and plaques will be awarded for honorable mention. Total cash awards will amount to more than $87,000 annually. There will be nearly 1,000 winners each year, with awards offered at grade levels 7 through 12.

The program will be administered by NSTA, the Engineers Council for Professional Development, and Scholastic Magazines, Inc., and will be sponsored by Standard Oil Company (New Jersey) and its principal U.S. affiliate, Humble Oil & Refining Company.

Teachers may obtain information about the program from Dorothy Culbert, assistant executive secretary for student programs, NSTA, NEA Center.

Pennsylvania teachers march to capitol

Some 1,200 Pennsylvania teachers—delegates to the state education association's annual convention—marched to their state capitol to present petitions signed by 60,000 teachers urging action on public employee bargaining legislation. Helen D. Wise, outgoing Pennsylvania State Education Association president, predicted that the commonwealth faces "more severe problems than last year" without such legislation. Participating in the march was Helen Bain, NEA president-elect, who pledged NEA support for the demonstration. In the front line of marchers above are (left to right) 1970 PSEA President David Kirkpatrick; Mrs. Bain; Joseph J. Standa, Association of Classroom Teachers-NEA federal relations coordinator; Dr. Wise; and PSEA Executive Secretary Robert Phelps.

NEA travel

Seats remain available on charter flights to Europe

The NEA Division of Educational Travel still has some seats available on the following charter flights to Europe this summer:

CW-1 St. Louis-Amsterdam $294

CW-4 Columbus, OH-London $240

CW-15, 21, 22, and 27—all from Los Angeles to Amsterdam $317, $322, $351, and $385

CW-2 Denver-London $337

CW-9 Hartford-Amsterdam $244

CW-17 Washington-London $241

CW-20 Chicago-Amsterdam $248

CW-25 Indianapolis-Amsterdam $253.

Full information about these flights may be obtained by writing to the NEA Division of Educational Travel, NEA Center, 1201 Sixteenth St., N.W., Washington, DC 20036.

Whitney Young will address women deans' April session

Whitney M. Young, Jr., executive director, National Urban League, will be a general session speaker during the 1970 national convention of the National Association of Women Deans and Counselors. The meeting—the association's 54th—will be held April 9-11 in Los Angeles. Theme will be "The Educator in an Era of Social Change; Evolutionist or Revolutionist?"

Other convention speakers include Rosemary Park, vice-chancellor, University of California, Los Angeles; Edward E. Sampson, Department of Psychology, University of California, Berkeley; Glenn Gooder, president, Los Angeles City College; and Elspeth Rostow, Department of Government, University of Texas.

The NAWDC Committee on the Continuing Education of Women and the UCLA Extension Downtown Center will sponsor a preconvention seminar on April 8.

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational condition exist.

Association	District or System
• California Teachers Association	Fontana Unified
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Ukiah Unified
• Colorado Education Association	Colorado Public Schools
• Illinois Education Association	Decatur Dist. No. 61
• Indiana State Teachers Association	Metropolitan School Dist. Southwest Parke County
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Field Local
• Ohio Education Association	Scioto Valley Local
• Ohio Education Association	Springfield Local
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Erie Public Schools

10th college case

NEA supports faculty rights

A "friend of the court" brief filed by NEA in the U.S. Supreme Court this month marks the tenth higher education case currently being litigated and financially supported by the Association's DuShane Emergency Fund.

The case involves a crucial question on the rights of nontenured state college faculty members.

"Our support of this case and many others in the higher education area demonstrates NEA's deep concern for the problems of college level teachers," said Alan G. Stratton, director of NEA's National Higher Education Association. NHEA oversees the operation of the newly established National Society of Professors, an organization for four-year college faculties, and the three-year-old National Faculty Association of Community and Junior Colleges.

In the case, *Jones v. Hooper*, George Jones, Jr., a former associate professor of philosophy at Southern Colorado State College, alleges that his services were terminated at the end of the 1965-66 academic year because he freely exercised his constitutional rights of speech, publication, and religion.

The nontenured teacher, who claims he is a pacifist by religious conviction, asserts that his contract was not renewed because he founded an independent faculty-student publication which criticized the Vietnam war, supported a student who attempted to register with his draft board as a conscientious objector, criticized an English department textbook, and objected to the disqualification of an applicant for his department because the applicant was an Oriental.

The Tenth Circuit Court of Appeals, with two judges dissenting, ruled that the expectancy of continued reappointment was not an interest protected by the Constitution. The dissenting judges stated that this decision gives a board unlimited power to discharge teachers in the absence of tenure or a contractual provision.

In its *amicus curiae* brief requesting the Supreme Court to review the case, NEA asserts that the decision aburptly departs from established law in this field, which holds that the continued employment of teachers at public educational institutions may not be lawfully conditioned upon their relinquishing constitutional rights.

NEA spokesman says:

College salaries have 'long way to go'

College faculty salaries increased 14.8 percent over the last two years, but there's still a long way to go before higher education salaries match those of other professions, an NEA spokesman said this month.

Alan G. Stratton, director of the National Higher Education Association, an NEA unit, said faculty salaries are highest in the Far West, with the Mid-East and New England states showing a slower rise. The Southeast continues to pay the least to its college faculties. The increase was highest among the public colleges and universities.

"Although the median increase is encouraging when compared with the general rise in prices and salaries generally, higher education faculties continue to earn less than what is paid to other professionals meeting similar qualifications," Mr. Stratton pointed out.

For example, the average annual starting salary for male graduates with a master's degree in engineering in 1969 was $11,484, up 14.6 percent from two years ago, while college faculty members holding the rank of instructor had a median salary of $8,357 in 1969, an increase of 12.1 percent. All figures are based on a recent NEA Research Division study.

NEA president urges action on voting rights

Education for blacks in the South will suffer unless all provisions of the Voting Rights Act are continued, NEA President George D. Fischer said this month in testimony urging the Senate to extend the four-year-old measure for an additional five years.

Mr. Fischer said that the act, which has doubled black voter registration in six Southern states, not only enables black Americans to vote freely and without fear but it also affects the quality of education for black school children. The six states affected by the act are: Alabama, Georgia, Louisiana, Mississippi, South Carolina, and Virginia.

"For the first time in almost a century black citizens in these areas have been enabled to exercise their rights to vote freely and without fear, to have their votes fairly counted, to serve as registration and election officials, and to run for federal, state, and local office," said Mr. Fischer.

In a letter sent to Sen. Sam J. Ervin, Jr., (D-NC) the NEA president noted, however, that some local officials "still seek through unlawful means to restrict the voting of black citizens and to defeat black and black-supported candidates."

Russian education association officials visit NEA Center

NEA President George D. Fischer greets officials from the Russian Teacher Education Association at NEA Center last month. Mr. Fischer is shaking hands with Tamara Yanushkovskaya, president of the USSR Trade Union of Teachers, an organization of more than 7 million teachers, scientists, and professors. At left is Nikolay Kuzmin, chairman, Leningrad Division of the USSR union. At right is Irene Tsikora, head of the union's International Department. Their visit was coordinated by the NEA Committee on International Relations.

Amendments to Medicare in committee

The U.S. House of Representatives' Ways and Means Committee is now working on amendments to Medicare, the federal hospital insurance program for the elderly. Included for consideration is an NEA-backed bill to extend Medicare to teachers not presently covered, through agreements between HEW and state governments.

The NEA Board of Directors at its February meeting, urged priority attention to this bill. The Board approved this motion:

"Whereas the teachers in 14 states and Puerto Rico do not now have protection of Medicare, be it

"Resolved that the Board of Directors of the NEA requests the officers and staff of the Association to make the achievement of Medicare for all teachers in those states not now eligible for such benefits a priority item."

Taped telephone messages used by associations

The Minnesota Education Association, along with associations in California, Colorado, Georgia, and Maine, is participating in an NEA-sponsored pilot program in which a taped telephone message pertinent to education may be heard by dialing the area code plus a special number: In Minnesota it is E-D-U-C-A-T-E and MEA calls it service EDUCATIONLINE.

Messages include information regarding financing; legislation; interviews with experts in various fields, including congressmen and others.

If the across-the-nation experiment proves effective, NEA plans to make similar installations in other states.

Costa Ricans use NEA materials

A copy of the physics guide developed in Spanish this past summer in Costa Rica by the NEA Overseas Teach Corps was received recently by the NEA Committee on International Relations. The Ministry of Public Education of Costa Rica has published the guide for use in the secondary schools of that country. NEA is given credit for its efforts in the introduction to the text.

Status of major education bills as of March 10—second session—91st Congress

Bill	House	Senate	Provisions and Comments
General Education Assistance Act of 1969 HR 10833 S 2199	Hearings concluded	In committee	NEA bill to authorize payments of $100 per school-age child to the states for increasing teachers' salaries and meeting other urgent needs. Bill provides additional $2.5 billion for poorer states.
Professional Negotiations Act for Public Education, 1969 S 1951 HR 12484	In committee	In committee	Establishes a Professional Education Employees Relations Commission in HEW to mediate disputes between school boards and teacher organizations. Authored by NEA, bill provides recourse to Commission should either side refuse to negotiate.
Elementary and Secondary Amendments of 1969 HR 514	Passed April 23, 1969	Passed February 19, 1970 Conference pending	House bill extends ESEA through fiscal 1972 and consolidates several programs. Senate bill is a 4-year extension and contains increased authorizations for Title I. Both expand impact-aid program to include children who live in public housing.
Medicare for Teachers S 2969 HR 12473	Committee working in closed session	In committee	Extends Medicare coverage to teachers not presently covered, through agreements between HEW and state governments.
School Lunch Amendments HR 515 S 2548	Passed March 20, 1969	Passed February 24, 1970	Amends School Lunch Act of 1946 and Child Nutrition Act of 1966. S 2548 requires schools to provide free lunches for all needy children; sets "poverty line" at $4000 family income; sets 20c maximum for reduced price meals; and increases authorizations for the pilot breakfast program.
Special Milk Program for Children HR 5554	Passed May 6, 1969	In committee	Makes special milk program permanent, with authorization of $125 million annually.
Labor-HEW Appropriation HR 15931	Passed March 3, 1970	Passed February 28, 1970 Signed by President March 6, 1970	Provides funds for U.S. Office of Education; replaces HR 13111, vetoed by President; gives President discretion to cut up to 15 percent of specified line items, but no more than 2 percent of total.
Manpower Development Bills HR 10908 HR 11620 HR 13473—S 2838	Hearings in progress	Hearings in progress	Establishes new manpower policies with more authority to the Department of Labor.
Grant Consolidation Act HR 10954 S 2035	Hearings concluded	Hearings concluded	Gives the President power to consolidate federal assistance programs; becomes law within 60 days if Congress does not register objection.
Vocational Education Extension Act HR 13630	Passed December 16, 1969		Extends to 1972 the vocational programs established by the Vocational Education Amendments of 1968. On Senate side contained within ESEA.
Mobile Teachers Retirement Act HR 13916	Hearings concluded		Improves education by increasing the freedom of teachers to cross state lines without losing all retirement benefits.
Drug Abuse Education HR 14252 S 3134 S 3015	Passed October 31, 1969		Authorizes $29 million over a three-year period for teacher training, development of curriculum materials for drug abuse education, "drug alert seminars" by school districts or communities, and pilot projects in drug abuse education.
Child Development and Day Care Bills HR 13250 HR15776 S 2060	Hearings in progress on HR 13250	Hearings in progress	HR 13250 and S 2060 expand Head Start-type early child development programs with primary emphasis on the disadvantaged. HR 15776 consolidates all existing childhood programs.
Veterans Education HR 11959	In conference		Increases educational payment benefits for veterans. House voted a 27 percent increase while the Senate voted a 46 percent increase.

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

The Undersea World of Jacques Cousteau—ABC-TV. *Saturday, March 28, 7:30 p.m.* "The Call of the Deep." *Sunday, April 12, 7 p.m.:* "Night of the Squid."

Discovery—Sunday, March 29, ABC-TV, 11:30 a.m. "Discovery Goes to Key West."

New York Philharmonic Young People's Concert—Sunday, March 29, CBS-TV, 4:30 p.m. "Fidelio: A Celebration of Life."

"The Lions Are Free"—Tuesday, March 31, CBS-TV, 7:30 p.m. A documentary sequel to the motion picture "Born Free."

"It Couldn't Be Done!"—April 2, NBC-TV, 7:30 p.m. See photo below at right.

"Infancy and Childhood"—Thursday, April 2, NET, 8:30 p.m. Two short plays by Thornton Wilder.

"The Unexplained"—Friday, April 3, NBC-TV, 7:30 p.m. First in a series of Encyclopaedia Britannica Specials.

"This Land is Mine"—Monday, April 6, ABC-TV, 7:30 p.m. A positive look at what is beautiful in America and some of the people involved in that beauty.

National Geographic Society—"Holland Against the Sea." Tuesday, April 14, CBS-TV, 7:30 p.m.

CBS Children's Hour: "Toby"—Saturday, April 18, CBS-TV, 12:30 p.m. The story of a small boy, intellectually gifted, and the problems he encounters when transplanted from New York to a small town.

"CBS Reports: Health in America." Three-part series, CBS-TV, 10 p.m. *Monday, April 20:* "The Doctors." *Tuesday, April 21:* "The Patients." *Wednesday, April 22:* "The Purveyors."

"The Whale Hunters of Fayal Island"—Thursday, April 23, NBC-TV, 7:30 p.m.

Mission Possible: "They Care for the Land."—Part II—Friday, April 24, ABC-TV, 10 p.m.

"Cry Help! NBC White Paper on Disturbed Youth"—Saturday, April 25, NBC-TV, 7:30 p.m.

Magazines

(April issues)

Good Housekeeping—"What's Happening to Teaching Machines?" by D. Rutherford.

Harper's Magazine — "The Future of American Violence" by Richard Hofstadter.

Parents' Magazine—"Justice Denied: A Hard Hitting Appraisal of Children's Courts" by Arlene and Howard Isenberg. "Mother Goes Back to School" by Mary Lou Moore.

Reader's Digest—"We *Can* End Juvenile Illiteracy" by James E. Allen, Jr., U.S. Commissioner of Education. Disturbed by the fact that there are 11 million schoolchildren in the United States today who suffer from significant reading deficiencies, Commissioner Allen calls for a massive national effort to do something about this problem.

Redbook Magazine—"The Case for Year Round Schools" by Jeri Engh. "Why Young People Protest" by Dr. Benjamin Spock.

Woman's Day—"How To Protect Your Child From Poisoning." First of a series of family-health articles.

NEA backs Texas teachers' rights

Editors and educators discuss pressures on schools

During the annual seminar of the Joint Committee of NEA and the Magazine Publishers Association, held February 24 in New York City, magazine editors, writers, and educators were invited to hear a five-member panel discuss "Pressures on the Schools"—as seen by a university official, a principal of an inner-city school, a former school board member, a classroom teacher, and a student. Shown chatting during a break (left to right in the photo above) are Carroll Johnson, director of the Institute of Field Studies, Teachers College, Columbia University, and former co-chairman of the NEA/MPA Joint Committee; Geraldine Rhoads, editor of *Woman's Day* and present MPA co-chairman of the joint committee; and Thelma Davis, NEA Executive Committee member from Griffin, Ga., who was a special guest of the joint committee.

NEA commends TV special on 'impossible' projects

An hour-long review of dramatic and inspiring tasks in American history which were considered impossible to accomplish will be seen on the television special, "It Couldn't Be Done!" To be shown Thursday, April 2, 7:30-8:30 P.M. (EST) over the NBC television network, the program is recommended for viewing by NEA and sponsored by the Bell System. It will pay tribute to American ingenuity that made possible the building of such "impossible" projects as the Panama Canal, Golden Gate Bridge, Holland Tunnel, Alcan Highway, Mount Rushmore National Memorial, Hoover Dam, and Chicago's John Hancock Center. The program will also take a look at the project of sculptor Korczak Ziolkowski (above), now 61, who has been working for 30 years at the "impossible" task of carving out the figure of Chief Crazy Horse in the Black Hills of South Dakota.

Iowa teachers run mobile training laboratories

The Iowa Association of Classroom Teachers and the Iowa State Education Association are holding five Mobile In-Service Training Laboratories (MISTLs) during 1969-70. The MISTL program, designed primarily to inform classroom teachers about the innovational experiences and techniques of other classroom teachers, is stressing such topics as auxiliary personnel, differentiated staffing, individualized instruction, and instructutional management.

Each MISTL will be staffed by a corps of classroom teachers involved in innovative programs. School systems are being encouraged to send teams of teachers to the laboratories. Planners hope that the labs will help participants analyze and evaluate new design concepts.

Iowa community college negotiates salary schedule

The faculty association of Iowa Lakes Community College has negotiated a new salary schedule starting at $7,500 and built on a solid index system. The schedule, effective during 1969-70, ranges up to $14,250.

The college's faculty association is a chapter of NEA's National Faculty Association of Community and Junior Colleges.

The NEA DuShane Emergency Fund is providing financial backing for Texas teachers invoved in two separate teacher rights cases filed this month in federal district courts in that state.

A complaint filed in U.S. District Court for the Southern District of Texas, Galveston Division, on behalf of Mary Helen Gay and Betty Jo Joyce alleges that the contracts of these two black elementary school teachers and three other black teachers were not renewed solely on the basis of race.

The second suit—being supported by both NEA and the Texas Classroom Teachers Association—was filed in U.S. District Court for the Northern District of Texas, Amarillo Division, on behalf of Ralph Bates, Jr., a nontenured high school English teacher who was fired for using "controversial" materials for class readings or discussions. The materials included Ernest Hemingway's *For Whom the Bell Tolls*, Edward Albee's *The Zoo Story*, and the film-novel, *The Midnight Cowboy*.

Contracts not renewed

The racial reprisal suit involves black teachers employed by the Anahuac Independent School District in Chambers County, near Houston. The complaint alleges that in April 1968 Superintendent Henry Wheeler informed Mrs. Gay and Mrs. Joyce and four other black teachers that "Anahuac would be complying with federal law by integrating the white and Negro students of the district, that the 'white community cannot tolerate the integration of Negro classroom teachers with white teachers,' and that for this reason he was not going to recommend that their contracts be renewed for the 1968-69 school year."

The teaching ability of these black teachers, who had formerly taught in segregated schools with all-black student bodies, was never questioned, according to the complaint.

Mrs. Gay, who has been unable to obtain a teaching position in neighboring counties, has been awarded a subsistence grant by the NEA DuShane Emergency Fund.

The complaint in the Bates' case also asserts that he did not receive notification of his employment status or a hearing prior to the Silverton (Texas) Independent School District's request for his resignation and current refusal to allow him to teach in that district when he refused to be coerced into resigning.

According to the complaint, Mr. Bates was never provided a list of administration-approved books for classroom use.

Mr. Bates was asked to resign and informed at a later meeting that he had "caused a disturbance in the community and couldn't get along with the administration." The complaint alleges that his constitutional rights of academic freedom and due process have been violated. The district had no announced standards governing proper and improper speech and activity by school teachers in the classroom.

Profession defends rights

Teachers win favorable rulings

Teachers in New Mexico, Massachusetts, and Michigan, backed by the united teaching profession, recently received favorable rulings on their cases.

State courts in New Mexico and Massachusetts rendered decisions in the cases of Mildred Roberson and David O. Lynch which extended the tenure rights of teachers. The Michigan Tenure Commission cleared the record of Wanda Lee Mullins, who had used an innovative approach to teach writing to her "hard-to-reach" high school students.

The NEA DuShane Emergency Fund and state and local association support enabled the teachers to defend themselves in court.

The New Mexico Supreme Court in Santa Fe rendered a decision favorable to Mrs. Roberson. A tenured teacher with 20 years experience in the Santa Fe system, she was given notice of discharge from her 1960-61 teaching contract in May 1960. The case has been in litigation for 10 years, with NEA and NMEA sharing legal expenses. The case has been appealed to the State Board of Education and has twice been before the New Mexico Supreme Court.

The court has ruled that her discharge was based on grounds which were known to the school board prior to the issuance of the contract, and that her 1960-61 contract must be honored. It has further stated that the State Board of Education had not granted Mrs. Roberson the protection to which she was entitled under the tenure law.

James W Green, executive secretary of NMEA, said the court ruling is a landmark decision for the rights of tenure teachers in New Mexico.

David O. Lynch will be reinstated with back pay in a counseling position or as director of a guidance program as a result of a Massachusetts Superior Court ruling. His position as director of guidance at Abington High School has been abolished, and he had been dismissed. The court ruled that for the purpose of the tenure laws, he was a teacher and could not be summarily dismissed. The Abington Teachers Club, MTA, and NEA shared support in this case.

The Michigan State Tenure Commission has cleared the record of Wanda Lee Mullins, former head of the English department at Vandercook Lake. She had been charged and found guilty by the Vandercook Board of Education of "condoning the use of obscenity" in her students' journals and essays.

Miss Mullins' teaching approach was designed to reach students who are in danger of becoming dropouts and delinquents. Her attorney argued that Miss Mullins' innovative techniques were at stake. He said, "We must listen to our children and hear what they are saying, not expel students and fire teachers."

The commission reversed the decision of the board to demote her to classroom teacher and suspend her for six months. Miss Mullins has since resigned her Michigan position and is residing and teaching in Harvey, Illinois.

Miss Mullins was also supported by the Vandercook Lake Education Association, the Jackson County Education Association, and the Michigan Education Association.

In these cases and in almost 200 other cases currently being supported by the DuShane Fund, the united teaching profession can guarantee that no member or group of members shall go unprotected, when there is a clear violation of teacher rights, because they lack funds to defend themselves.

Citizenship Committee honors Lucile Ellison

Lucile W. Ellison (center), who is retiring this spring after 33 years of NEA service, receives honors from the NEA Citizenship Committee during the February Political Action Clinic in Des Moines, Iowa. A scroll presented to Mrs. Ellison recognizes her "for exemplifying the democratic principles etched in her blueprint for service." Mrs. Ellison, who has served as executive secretary of the Citizenship Committee, was named executive secretary emeritus "because her influence and inspiration will always be with the committee as it tries to reach the goals she dreamed of." At left is William E. Adams, Citizenship Committee chairman, and at right, Patricia Gladson, vice-chairman. Seated behind Mrs. Gladson is NEA President George D. Fischer, featured speaker at the Des Moines clinic.

Nashville gift aids victims of hurricane

Members of the Metropolitan Nashville (Tennessee) Education Association collected more than $2,500 for the Hurricane Camille NEA Disaster Fund, it was reported this month.

More than 110 teachers in Louisiana and Mississippi got grants and loans from the Hurricane Camille NEA Disaster Fund during the past few months. The teachers received more than $44,000.

Hurricane Camille struck the Gulf Coast of the two states last August, leaving many teachers without homes and personal possessions.

Contributions may be sent to: Hurricane Camille, NEA Disaster Fund, 1201 16th St., N.W., Washington, DC 20036.

10,000th DAVI member

Melveta Walker, a Sioux Indian who teachers Navajo Indian children at the U.S. Bureau of Indian Affairs Boarding School at Tuba City, Arizona, is the 10,000th member of the NEA Department of Audiovisual Instruction. Mrs. Walker is a specialist in instructional media.

School nurses change session

The location for the recently announced School Nurse Summer Session has been changed and will now be held at the University of California at Riverside. The three-credit course is scheduled to follow the NEA Convention. For information write to NEA Department of School Nurses, NEA Center, 1201 Sixteenth St., N.W., Washington, DC 20036.

NEA and Massachusetts associations aid six in Boston 'liberation school' case

Six probationary women teachers who were dismissed following their participation in a student boycott of the school described in *Death at an Early Age* are being assisted by the NEA DuShane Emergency Fund and the Massachusetts Teachers Association.

The parents of a majority of students at the Gibson School, where author Jonathan Kozol also taught, had complained about the irrelevant program, the low test performances of the children, and a lack of communication with the administration, NEA DuShane Fund officials said. Mr. Kozol's book is subtitled, "The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools."

The parents created a "liberation school" and on September 5, 1968, more than 300 children left the Gibson schoolyard. The six probationary teachers followed their students and taught classes for one day at the liberation school as a symbolic gesture of support for the black community. The following day the teachers were suspended and later dismissed without a hearing.

Their case is now being heard in the Supreme Judicial Court of Massachusetts. A "friend of the court" brief has been filed by NEA and MTA. The brief alleges that the teachers' due process right to a fair hearing was denied.

The Boston Teachers Union, the bargaining agent, turned down the teachers' request for support in carrying the case to court.

The NEA DuShane Fund is backing the six teachers because a victory would help all probationary teachers obtain their procedural rights.

names in the news

Thelma Davis, NEA Executive Committee member, was recently elected for a two-year term to attend the World Confederation of Organizations of the Teaching Profession's annual assemblies as a member of the NEA delegation.

Herschel Davis, husband of **Mrs. Davis,** died in January in Griffin, Georgia.

Barc Bayley, director of public information and communications of the Nebraska State Education Association, has been elected chairman of the public relations directors section of the National Council of State Education Associations, and **Peter Pafiolis,** director of public relations for the Minnesota Education Association, has been elected secretary-treasurer.

John B. Geissinger, superintendent of schools, Tenafly, N.J., has been chosen president-elect of the American Association of School Administrators. He took office on March 15 and moves up to the presidency in 1971. Assuming the AASA presidency on March 15 was **Harold B. Eibling,** Columbus, Ohio, superintendent, succeeding **Arnold W. Salisbury,** chairman of the Department of Educational Administration at Western Illinois University, Macomb. **H. Vaughn Phelps,** superintendent of Westside Community Schools, Omaha, Neb., has been elected AASA vice-president for a one-year term. Elected to the executive committee for three-year terms were school superintendents **Albert L. Ayars,** Spokane, Wash., and **Floyd W. Parsons,** Little Rock, Ark.

Ruby Wheatley, member of the DSN organization committee, and school nurse from Ankeny, Iowa, participated in the White House Conference on Food, Health, and Nutrition in December in Washington, D.C.

Virginia E. Thayer, assistant executive secretary and consultant for school nurses of the American Association for Health, Physical Education, and Recreation, died in late January.

Ruth Braswell Jones, classroom teacher of Rocky Mount, North Carolina, has been named "Woman of the Year" by the Business and Professional Women's Club of Rocky Mount in recognition of her achievements in the areas of academic and community development. Mrs. Jones, formerly vice-president of the North Carolina Association of Classroom Teachers, is a member of the ACT Forum and the NEA Committee on Bylaws and Rules.

Donald Keck, who was assistant director of the National Faculty Association of Community and Junior Colleges, has been appointed the association's director. He succeeds **Alan Stratton,** who is now director of the National Higher Education Association.

Katherine Conafay, supervisor of home economics for the Arlington (Va.) Public Schools and former executive director of the Home Economics Education Association, died February 1.

Shirley H. Engle, professor of education at Indiana University, became president of the National Council of Social Studies on January 1. **John Jarolimek,** professor at the University of Washington, is the newly elected president-elect, and **Jean Fair** of Wayne University, vice-president.

California teachers place tax issue on ballot

A drive by California teachers to place on the June ballot a measure for school support and tax relief succeeded late last month when the valid number of signatures on the petition for the measure hit 539,536. California's Acting Secretary of State, H. P. Sullivan (tabulating signatures above), announced on February 27 that the teachers' efforts had paid off and that the measure would appear on the June statewide ballot as Proposition 8. Jack D. Rees (standing, left), California Teachers Association executive secretary, said that "the faith our association leaders have had in teachers was completely justified. In November, we said that the teachers in this state were the only group that could gather more than half a million signatures in such a short time." At right is CTA governmental relations executive Calvin J. Rossi. The CTA-backed proposition would mandate that the state provide 50 percent of statewide school support and 90 percent of all welfare costs.

United profession pins sent

About 400,000 red, white, and blue plastic pins with the symbol of the united teaching profession have been distributed by the NEA to state associations to give to unified members.

The united teaching profession symbol is also available in jewelry form to educators who certify that they are members of local, state, and national education associations. Included in the selection are a tie tac, pin, charm bracelet, tie bar, and lapel button. In addition decals and other items featuring the red, white, and blue symbol are available.

For information and order forms with prices, write to the NEA Membership Development Section, NEA Center, 1201 Sixteenth St., N.W., Washington, DC 20036.

Theme: 'Educational Change'

Teachers conference set

The 1970 Classroom Teachers National Conference of the Association of Classroom Teachers will focus on educational change.

To be held at the University of California Extension in Irvine, July 7-18, 1970, the conference is being planned in cooperation with the university; the California Teachers Association; the CTA Southern Section; several local associations in California; the NTL Institute for Applied Behavorial Science; and the NEA Center for the Study of Instruction.

Based on the premise that educational change will be dramatic in the decade ahead, the program has been designed to provide opportunities for open communication and individual and group initiative and self-direction.

Two-phase program

A preliminary session of three days' duration will help conferees to sharpen their skills in learning and teaching through the self-directive process.

The second phase of the program will focus on six specific issues related to educational change—initiating change, confrontation in the schools, educating the disadvantaged, new teaching strategies, environmental change, and schools for the 70's. Following a general presentation participants will work in task forces and interest groups, each of which will identify its area of study, set its goals, and establish its working patterns and procedures.

Total cost of the conference, $135, covers program, housing, and meals. A $35 pre-registration fee must be paid in advance to ACT. Three quarter units (equal to two semester hours) of credit may be obtained for attendance and payment of an additional fee of $45.

Further information may be obtained from the Association of Classroom Teachers at NEA Center. To provide maximum opportunity for professional growth and leadership development, registration will be limited to 350, so early registration is advised. A registration blank for the conference appears at right above.

CLASSROOM TEACHERS NATIONAL CONFERENCE

☐ Enclosed is $35 registration fee* for the Classroom Teachers National Conference, University of California Extension, Irvine (Calif.), July 7-18, 1970.

☐ Please send additional information.

Name Miss / Mrs. / Mr. .....

Street .....

City ..... State ..... Zip Code .....

* Make check payable to "Classroom Teachers National Conference" and send with this form to the Association of Classroom Teachers, NEA, 1201 Sixteenth Street, N.W., Washington, DC 20036.

cut here and mail

Classroom teachers to vote on changes in ACT bylaws

The following proposed amendment to the bylaws of the Association of Classroom Teachers is one of seven amendments to the ACT constitution and bylaws that will be voted on at the ACT Representative Assembly, June 30-July 1, 1970, in San Francisco. This amendment was submitted by Agnes M. Morse of New Jersey and Joanne Norris of Maine.

Additions to the bylaws are indicated by *italics*. Deletions are indicated by regular type crossed out.

Bylaws

Article IV, Duties of Officers and Executive Secretary

Section 5. Each regional director shall . . . . hold in his region *or cooperate with another regional director in holding* an annual conference open to all classroom teachers planned in cooperation *jointly* with the president, the advisory council members within the regions, and the host state department of classroom teachers and local association. The conference program shall be consistent with the priorities set by the executive committee.

The six other amendments to the ACT constitution and bylaws to be voted upon in San Francisco were presented at the 1969 ACT Representative Assembly in Philadelphia. The texts of these amendments are printed in the publication, *ACT Constitution and Bylaws and Proposed Amendments—Titles, Texts, and Analyses*, available free upon request from ACT.

Elementary educators study effective use of resources

"Illuminating the Lives of Children: More Effective Use of Resources in the Elementary School" has been chosen as the 1970-1971 national theme of the American Association of Elementary-Kindergarten-Nursery Educators. The theme will be developed at the NEA affiliate's 7th annual study/action conference in Washington, D.C., August 5-7, and in six regional conferences to be held during the 1970-71 school year.

The national conference will feature presentations by the conference consultant, study/action groups on the use of human and material resources, and field trips to community resources within the Washington area.

"Too often we fail to truly make use of the resources available to us," Annette Guenther, conference chairman, indicated when discussing why EKNE had selected this topic for its national theme. "Elementary educators in the 70's can no longer ignore the wealth of resources in and out of the school which can be intelligently used to advantage," the conference chairman said.

Future Teachers of America plan 4 summer seminars, 3 in Europe

The Future Teachers of America are sponsoring four summer 1970 seminars—three in Europe and one in Illinois—for FTA members.

The European seminars will give students an opportunity to live and study in Europe, meet with international educators and European students, and participate in a variety of cultural activities. Groups traveling to Europe will meet at NEA Center for a preliminary orientation and will depart from Washington, D.C., FTA spokesmen said.

The Oxford Educational Seminar—July 6 to August 20—will include experiences in Oxford, England, and the surrounding areas; Brussels; Heidelberg; Munich; and Paris. The total cost will be $895.

Two Scandinavian seminars, planned in cooperation with the NEA Division of Educational Travel, are scheduled from June 22 to July 28 and from July 12 to August 17. Activities will be centered in Jutland, Denmark, with field trips to Copenhagen, Stockholm, and Oslo. The final two weeks of each seminar will provide educational experiences in Germany, Switzerland, France, and England. The price for each will be $998.

A National College and Career Seminar, to be held July 5-18 at the National College of Education in Evanston, Illinois, will include opportunities for problem solving, career exploration, and the study of educational innovations. The fee of $180 covers all costs except transportation to Evanston.

Adult FTA leaders will serve as individual and group counselors and supervise all seminar activities.

Selection of participants will be made from those applications received by the FTA Selection Committee. Application forms and additional information may be obtained from the national FTA office at NEA Center.

Members may apply for insurance

Members who have not already signed up for NEA's Accidental Death and Dismemberment Insurance Program should complete the application that was recently mailed to them, NEA Special Services Division spokesmen urged. Members who did not receive the special invitation to enroll may write: NEA Special Services Division, Room 915, 1156 Fifteenth St., N.W., Washington, DC 20005.

Daily payments made

NEA announces In-Hospital Income Plan

A new program to help members cope with the rising costs of hospital care is now available from NEA. The decision to offer the new In-Hospital Income Plan resulted from the constant and serious rise in charges for hospital care throughout the country—charges rising to as much as $100 per day in some areas.

With traditional insurance plans often lagging behind because of deductible fixed benefit amounts and co-pay requirements, a widening disparity between charges and benefits often develops. This new NEA program is offered to fill that widening gap.

Not only can hospital days be the most expensive days in a person's life, but there are extra expenses at home for nursing help, child care, housekeeping, and the like, the NEA Special Services Committee learned. These hidden costs sometimes exceed the direct ones.

After careful study, the Committee decided that a plan specifically designed to serve as a supplement to generally available existing programs would provide the best combination of service and saving to members.

Although similar plans are on the market, none has the unique "experience rating" feature of the NEA program, under which all profits over 2 percent are retained in the program to guarantee benefits, to establish stability reserves, and to increase benefits and/or lower costs.

Because hospitalization needs can seldom be predicted or foreseen, the committee urges all NEA members to review their needs now and, if not fully met, to enroll in this new NEA plan.

The NEA In-Hospital Income Plan:

- Pays for up to 365 days (or up to $21,900) for each sickness or accident
- Pays in addition to other insurances carried (group and individual), such as Salary Continuance, Workmen's Compensation, Social Security, or Medicare
- Pays double benefits for cancer and "intensive care"—additional benefits for supplemental nursing home confinement.

The plan is easy to understand and simple to use. Each participant receives a kit containing a certificate, claim forms, and instructions on how to collect benefits. When hospitalized, the member files a claim, signed by him and his doctor, stating the number of days and why hospitalized. As the claim is approved, the number of days is multiplied by the benefits schedule selected at the time of application and a check is sent.

The member may use the payment in any way he sees fit. Payment is in addition to any other income or insurance benefits, and is, by provision of federal law, tax free.

All NEA members who are also members of affiliated state and local associations, if eligible, and who are under age 65 may apply during the opening enrollment period (April 1 through June 30, 1970), regardless of past medical history. Spouse and dependent children are also eligible if the member enrolls. After the opening enrollment period, only members under age 60 may apply.

Iowan is first to enroll in new NEA In-Hospital Income Plan

Marvin L. Larsen, director of the Iowa State Education Association's library service, signs up as the first NEA member to enroll in the new In-Hospital Income Plan. The plan, announced this month by the NEA Special Services Committee, provides payments while a member is hospitalized. Observing the first enrollment are (left to right) Arnold W. Wolpert, director, NEA Special Services Division, and NEA President George D. Fischer.

New NEA plan offers wide range of benefits

- Liberal treatment for recurrent hospitalization—pays benefits up to 365 days for each cause or condition.
- Benefits doubled if hospitalization prior to age 65 is due to cancer, or if confinement is in Intensive Care Unit.
- Special nursing home benefits—If immediately following a hospital confinement, you are confined in a nursing home or a qualifying convalescent center, you will additionally receive 50 percent of the selected benefit amount for each day of confinement up to the number of days of the preceding hospital confinement to a maximum of 30 days.
- Few exclusions—Not covered are: hospitalization caused by pregnancy, acts of war, intentionally self-inflicted injury; or in a hospital operated by the federal government for which no charge is made; also, admission to a hospital as an "out-patient."
- Entire family enrollment.
- Coordination with Medicare—To keep costs low, benefits will reduce by 50 percent when you reach age 65.
- Guaranteed renewable for life—This policy cannot be cancelled or terminated because of claims or age. As long as the master contract with NEA remains in effect, you are protected so long as you pay the premium, meet the eligibility requirements, do not enter the armed forces for more than 30 days active service.
- Substantial benefits at reasonable cost—The mass purchasing power of more than one million NEA members was used to obtain the advantageous prices. The policies will be sold and serviced by mail. There will be no sales commissions to pay. A one-office national operation provides for low overhead and administration costs.

In-Hospital Income Benefits ($20, $40, $60 per Day) Paid from First Day of Hospital Confinement Up to 365 Days

DAILY BENEFIT	MEMBER'S AGE Under 30	30-39	40-49	50-59	60 & Over*
	SEMI-ANNUAL PREMIUMS				
$20 BENEFITS+					
Member Only	$ 16.15	$ 20.10	$ 30.80	$ 41.70	$ 55.30
Member & Spouse	31.80	39.70	61.10	82.90	110.10
Member, Spouse, Children	41.80	49.70	69.10	88.90	115.10
$40 BENEFITS+					
Member Only	$ 31.80	$ 39.70	$ 61.10	$ 82.90	$110.10
Member & Spouse	63.10	78.90	121.70	165.30	219.70
Member, Spouse, Children	83.10	98.90	137.70	177.30	229.70
$60 BENEFITS+					
Member Only	$ 47.45	$ 59.30	$ 91.40	$124.10	$164.90
Member & Spouse	94.40	118.10	182.30	247.70	329.30
Member, Spouse, Children	124.40	148.10	206.30	265.70	344.30

Rates are charged as per your attained age.
Rates provided upon request for member and child(ren) only coverage.
*On the first premium due date following 65th birthday, all benefit amounts for you and your family are reduced 50 percent.
+Children receive half-benefits.

How to enroll

To enroll, complete the brief application at left and mail to: NEA In-Hospital Income Plan, P.O. Box 7768, Philadelphia, PA 19101. Send no money. You will receive a pro-rated bill carrying you to the regular semi-annual premium payment schedule. Your insurance will take effect on the first of the month following acceptance of your application.

Questions about this program should be addressed to: NEA Special Services Division, NEA Center, 1156 Fifteenth St., N.W., Washington, DC 20036.

You will be insured by the Life Insurance Company of North America, and by the Horace Mann Insurance Group.

HOW TO ENROLL

1. Select the plan which best meets your needs.
2. Complete the brief application, mail to:

NEA In-Hospital Income Plan
P. O. Box 7768
Philadelphia, Pa. 19101

SEND NO MONEY! You will receive a pro-rated bill with your insurance kit containing a certificate and a supply of claim forms with instructions on how to apply for benefits. Thereafter you will be billed in April and in October.

This program is already in force. Your insurance will take effect on the first of the month following acceptance of your application.

If you do not fully meet the membership requirements (NEA—state—local, if eligible), you may still apply for this In-Hospital Income Insurance PROVIDED you also apply for the required membership.

APPLICATION FOR NEA IN-HOSPITAL INCOME PLAN

I hereby apply for NEA In-Hospital Income Plan based on the following statements: (Please print or type)

BENEFIT DESIRED (check one) ☐ $20 ☐ $40 ☐ $60

TO COVER (check one) ☐ Member only ☐ Member & Spouse ☐ Member, Spouse & Child(ren) ☐ Member & Child(ren) Only (Rates provided upon request)

1. Name_____
2. Address_____ Street
   City_____ State_____ Zip Code_____
3. Social Security Number_____ 4. SEX (M or F)_____
5. Date of Birth_____ 6. NEA Membership ☐ Yes ☐ No ☐ Life Member
7. State Association Membership ☐ Yes_____ (Name of State Association) ☐ Not Eligible for Membership
8. Local Association Membership ☐ Yes_____ (Name of Local Association) ☐ Not Eligible for Membership
   Complete No. 9 if Spouse is to be Insured
9. Spouse's First Name_____ Date of Birth_____

I understand that this program covers pre-existing health conditions (any conditions for which I have received medical treatment or advice 12 months prior to the date my coverage goes into effect) when 12 consecutive months have passed during which time I have received no medical treatment or advice for these pre-existing conditions.

Date_____ Signature of Applicant X_____

AS-5020 4-1-70 Ptd. in U.S.A.

cut here and mail to address above

nea reporter

Published by the National Education Association

Vol. 9, No. 4 | April 17, 1970 | 7 | Washington, D.C.

Young NEA workers build support for 18-year-old vote

Student NEA and NEA Project 18 workers centered their efforts this month on passage of a pending amendment to the Voting Rights Act that would lower the voting age to 18. As part of the Youth Franchise Coalition, they formed a potent lobby. Above, Project 18 coordinator Rosalyn Hester (center) and Student NEA associate vice-president Suone Cotner talk with Rep. John B. Anderson (R-Ill.), one of three Republicans who later joined with three Democrats in a news conference in support of the voting change.

ESEA extended

Congress votes basic school aid

The House has passed and sent to the President a bill extending basic federal aid to elementary and secondary schools (ESEA) for another three years. The vote was 312 to 58.

The President is expected to sign the bill, although he originally sought a two-year extension as opposed to the five-year renewal favored by Rep. Carl Perkins (D-Ky.), chairman of the House Education and Labor Committee.

The bill, which had earlier passed the Senate 74 to 4, also nullified a section aimed at making North and South desegregate their schools at the same speed.

The ESEA extension began its stormy way through Congress in January 1969. It increases authorizations to $7.1 billion in fiscal 1971, $7.7 billion in fiscal 1972, and $9.9 billion in fiscal 1973. Most of the increases are for aid to disadvantaged children.

The bill consolidates two programs, Title III of ESEA (supplementary centers) and Title V-A of the National Defense Education Act (guidance, counseling, and testing), and contains a provision giving extra pay to inner-city teachers.

The bill also expands the impact-aid program to cover children who live in tax-exempt public housing. The impact-aid program has been the subject of much controversy in the past months, and the House is presently reviewing an Administration-sponsored bill which reforms this legislation.

John M. Lumley, NEA assistant executive secretary for legislation and federal relations, severely criticized the proposed Impact Aid Reform Act in testimony before a House education subcommittee recently. Lumley said the bill would further decrease federal funds for education while failing to correct weaknesses of present legislation by allocating impact funds on the basis of need.

The NEA spokesman said that such a bill would cut federal funds for education at a time when school systems are already hard pressed because of other decreases in federal aid.

Criticism of the low funding of education programs was also leveled by NEA President George D. Fischer. Testifying on the 1971 education budget before the House appropriations subcommittee on March 12, he called the Administration's proposed 1971 education budget "woefully inadequate."

Urging full funding of all existing programs, especially compensatory education, Fischer charged that federal money has been mostly for planning grants, demonstration projects, and pilot education programs which have served to whet the appetite of parents, pupils, and teachers for a better education. Turbulence in many local schools, he explained, is the result not only of pressure for better salaries for teachers, but also of pressure from parents and pupils for better materials and facilities.

President Nixon has found it hard to ignore completely the cry for adequate education funds. On March 23, he sent a letter asking Congress for a $270.4 million increase in the 1971 U.S. Office of Education budget. This would bring the USOE total to nearly $3.8 billion, the amount appropriated by Congress for 1970. In transmitting his supplemental request, Mr. Nixon noted that the additional funds were necessary because Congress appropriated more in 1970 than he had originally anticipated, and the proposed increase was necessary to maintain the 1970 education funding level.

Other legislation

- The President has signed into law a bill increasing education and training benefits for veterans by 34.6 percent. The bill is designed to help veterans of the Vietnam war meet increasing educational costs, and increases payments for a full-time single student from $130 to $175 per month. NEA supported the benefit increase.
- State executive secretaries and legislative leaders from 14 states were in Washington March 22 to 24 to lobby the Ways and Means Committee on behalf of the Corman Medicare bill. This NEA-sponsored legislation extends Medicare coverage to teachers not presently covered through agreements between the states and HEW.

Association urges union to back federal law okaying some strikes

The NEA Executive Committee, reacting to the jailing of the president of the American Federation of Teachers for his participation in a recent New Jersey teachers' strike, has called on the AFT to back NEA's proposed federal teacher negotiation act which would legalize strikes under certain circumstances.

The NEA statement was issued as AFT President David Selden was being jailed in Essex County, New Jersey, for picketing during the Newark teachers' strike. New Jersey is among those states in which strikes by teachers and other public employees are illegal.

The Executive Committee statement said that NEA "finds it most regrettable when any teacher or teacher leader, whether it be in Newark, Jersey City, or elsewhere, is jailed or fined for activities undertaken in connection with teacher-school board negotiations. We believe, however, that the problem must be attacked at its root, which is the legal prohibition of all teacher strikes regardless of circumstances or impact on the public health and safety."

The statement by the nine-member committee noted that an NEA resolution passed three years ago supports "efforts by local and state associations to obtain repeal of state laws that prohibit withdrawal of services."

"We urge the AFT," the statement continued, "to put its full weight behind the NEA's proposed federal teacher negotiation act which would legalize teacher strikes under certain circumstances, and to urge AFT affiliates throughout the country to support NEA affiliates in their efforts to secure similar legislation at the state level."

The NEA-initiated professional negotiation bill, which would require negotiation between school boards and public school teacher organizations, was introduced in Congress last spring by Sen. Lee Metcalf (D-Mont.). If enacted, the legislation would legalize strikes—in New Jersey as well as all other states—after specified steps for resolving an impasse had been exhausted. Proponents of the bill have emphasized, however, that it would tend to reduce the incidence of such strikes by providing these alternative means of resolving teacher-school board disputes.

College affiliate wins contract

The first contract negotiated by an NEA four-year college affiliate—the Central Michigan University Chapter of the Michigan Association for Higher Education and the National Society of Professors—last month won pay raises averaging 12 percent and a faculty role in planning future contracts.

The newly won contract covers all 547 members of the faculty from instructors to full professors, including department chairmen. The contract includes 11 supplementary letters of agreement establishing study committees made up of equal numbers of representatives named by the faculty association and by the university president. The committees will make recommendations and furnish data and rationale for future contracts.

In addition, the present contract allows the association to arrange formal meetings with the administration on matters not currently covered by the contract and to work out further written agreements. This device is designed to allow for settlement of issues on which the contract and the grievance process are silent.

The contract was ratified by the faculty on March 23 and by the university the next day.

The National Society of Professors, a unit of the NEA's special project, the National Higher Education Association (NHEA), also announced this month that six college faculty affiliates in New Jersey are among those currently involved in negotiations.

Other NHEA units are the National Faculty Association of Community and Junior Colleges and the National Association of College and University Administrators.

News inside this issue

- Kentucky crisis enters new phase. **See page 3**
- NEA acts on Louisiana racial problems. **See page 3**
- Nixon education messages criticized. **See page 4**
- NEA 1970 resolutions proposed. **See page 5**
- Student NEA declares war on pollution. **See page 9**

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

What would you do if your job were threatened?

Although you may believe that you will never be personally involved in a teachers rights case, you should be aware that the number of such cases has increased dramatically over the past three years. Even if you never use them, it is reassuring to know that NEA's resources and experience are available to you should your job, tenure, or professional reputation be threatened.

In 1970, the National Education Association — working with state and local education associations—expects to support 200 or more teachers whose contracts have been terminated without sufficient cause. In 1968, only two years ago, the number was 68; last year, it was 130. These teachers all received assistance from the DuShane Emergency Fund, which provides attorneys, subsistence grants, and interest-free loans to NEA members whose professional, civil, or human rights are threatened or violated.

The DuShane fund was established in 1949 by allocations from NEA and contributions from concerned educators. Over the years, its services have been expanded substantially, until now the fund provides a variety of emergency services for school personnel.

Several factors have contributed to the sharp increase in the number of DuShane cases: Teachers have become more aware of their constitutional rights. The publicity given to court decisions upholding their appeals has stimulated other such actions against unfair administrative practices. And teachers, with their education associations, have increasingly become involved in issues affecting the profession and the public interest.

Most termination cases are almost totally unexpected by the teachers involved. A typical case might develop as follows:

You have been teaching in a school district for several years, apparently to the complete satisfaction of your principal. Then, without warning, he informs you that your contract will not be renewed. You are stunned; there has been no previous criticism of your work, and your supervisor has made no suggestions for improvement. When your principal cannot cite specific reasons for your dismissal, you request permission to review your personnel file or a copy of the charges against you. The school board rejects your request, and your frustration mounts.

The consequences of termination, which usually takes the form of nonrenewal of your contract, can go far beyond the loss of employment. Because your competence or character is in question, your professional career is jeopardized. You are on the verge of panic. What can you do to obtain a fair hearing and protect your career?

There are a number of steps you can take. The first and most important step is to get in touch immediately with your local, state, or regional representative from the professional education associations. The united profession will mobilize its resources and experience to support you in your fight for fair action.

Procedures for determination vary, of course, with local and state circumstances. But the purpose is always the same—to protect you from discriminatory practices and arbitrary or capricious dismissal. In schools where NEA has helped local teachers and administrators negotiate collective bargaining agreements, contracts contain a clause requiring local school boards to show just cause for firing a teacher, as well as provisions for a hearing before an arbitration panel whose decision is binding in such cases. In these school systems, teachers have an additional, written guarantee that their rights will not be infringed.

Tenure laws, many of them drafted with NEA assistance, also protect teacher rights. In most states, for example, these laws set up a process which must be followed when a teacher appeals a dismissal notice. The basic safeguard is a formal hearing, and the teacher must be given an opportunity to study the charges against him and a chance to refute adverse testimony.

Suppose, though, that your school district or state does not have built-in legal curbs on unfair treatment. You still are protected by the Fourteenth Amendment to the U.S. Constitution and the Civil Rights Law of 1871, which reinforced the due process clause of the amendment.

Once your right to a fair hearing has been established, the charges against you must be proven, regardless of any state law or local regulation invoked by a school board as cause for firing a teacher. If necessary, the case can be taken into a federal court. There you are specifically protected by due process against racial or religious discrimination, disciplinary action for statements and activities outside the classroom, and denial of rights stemming from personality clashes with administrators or school officials.

Taking a case to courts is a serious step, one that should be taken only after careful consideration. Further, such activities require expert counsel and advice, from qualified men with years of experience in this field.

Your freedom as a teacher is of vital concern to the entire profession. When your freedom is threatened, you can, through your education associations, turn that concern into strong action. Immediate help is as close as a telephone connecting you with an NEA representative.

Pennsylvania: a unification success story

• Some 20,000 teachers on the steps of the state capitol in Harrisburg two years ago

• A legislative drive that mobilized teachers throughout the state and won the highest minimum mandated state salary in the nation last year

• Some 30,000 new NEA members this year.

These are just a few of the indications that something good is happening in Pennsylvania for teachers.

"Three years of aggressive leadership, beginning with Joe Standa, continuing with Helen Wise and now David Kirkpatrick, have established a leadership pattern which made possible program advances that normally would not have taken place in a decade," PSEA Executive Secretary Robert E. Phelps said this month.

Helen Wise, immediate past president of PSEA, typified that aggressive leadership when she said, "Our old establishment was reborn and a dramatic renaissance of PSEA has taken place. There is no such thing as intimidation of teachers in Pennsylvania any longer. Teachers in Pennsylvania have responded to unification because we dared to change. I said last year that we'd be the largest unified state—and we are!"

David Kirkpatrick, PSEA president, has continued providing aggressive leadership, as evidenced in his admonitions to the PSEA House of Delegates in January, when he said: "If controversy is unavoidable to improve the educational system; if confrontations are forced upon us as the only alternative to stagnation; then let it be hereby known that if we must fight, we can fight, we will fight, and we will win."

In addition to leadership and legislative gains, PSEA has set up a regional field staff network that has won precedent-setting victories for Pennsylvania's teachers. A salary-recovery drive, initiated when it was learned that many teachers in the state were not on their proper salary step, has resulted in many school board court cases and over one-half million dollars recovered in back salaries for teachers.

Pennsylvania's political action arm, PACE, helped elect 88 percent of the candidates it backed this year; and a massive show of unity enabled significant negotiation victories for teachers following withdrawal of services in more than 20 communities last spring.

"Pennsylvania's program, coupled with NEA visibility, has made Pennsylvania's first year of unified membership an unqualified success," Phelps said. "Last year's PSEA membership was 81,000, with 54,000 NEA members; this year unified membership exceeds 85,000."

A Teachers-in-Politics Clinic this January in Harrisburg, a series of professional negotiation workshops for community colleges conducted by National Faculty Association staff members, several DuShane fund cases, NEA local association evaluations in Pennsylvania, an experimental program in Easton with the Center for the Study of Instruction, and the activities of an NEA staff member assigned full-time to Pennsylvania—all these have played an important role in bringing Pennsylvania's teachers to embrace unification.

Discussing unification, Phelps said, "Our concept is that PSEA-NEA is a unified professional team, and that teachers *and* education gain through a unified program with a unified membership."

As of the writing of this article, Pennsylvania is the largest NEA membership state in the nation, and the unification success story in Pennsylvania stands as evidence that Pennsylvania's teachers stand ready to commit themselves to furthering PSEA/NEA action programs.

. . . and in South Dakota

South Dakota this month became the 28th state to adopt unified—local, state, national—membership in the teaching profession.

The action was taken at the April 3-4 sessions of the South Dakota Education Association's delegate assembly, meeting in Pierre. The delegates approved unification by an overwhelming voice vote.

SDEA set September 1970 as the effective date for unification.

nea reporter

Published monthly from September through May (except December) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

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EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

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Cornelia P. Jackson of Pontiac, Michigan, reports to the Association of Classroom Teachers Forum on a leadership training conference for minority group members held in Michigan. To her left is Norman S. Fiddmont, Forum member of Kansas City, Missouri.

Michigan conference keys on minority role

Some 120 representatives of minority groups participated in a three-day leadership training conference sponsored by the Michigan Education Association and supported by the Forum of the Association of Classroom Teachers, NEA. Held in February in Battle Creek, the conference was designed to prepare participants to move into policy-making positions in the teaching profession and in professional associations.

Participants, including black and Mexican-American teachers, worked in 12 teams generally representative of school systems in Michigan. "Each team spent time assessing the current situation of minority groups in the community and defining the ideal situation," explained F. J. Johnson, ACT professional services coordinator and one of the conference directors. "Then the team developed an action plan to bridge the gap between the real to the ideal."

"Basic to our thinking in planning the conference is the belief that professional associations are highly sophisticated, and if individuals are to operate effectively in the associations, they need certain skills that don't come by accident," Johnson said. "The conference demonstrated beyond a doubt that people can be trained for effective grass-roots participation in the professional associations and that grass-roots participation is sorely needed."

Cornelia P. Jackson of Pontiac, a member of the MEA board of directors and of the ACT Forum, reported that "the conference helped develop a nucleus of minority group teachers in Michigan and created communication and affinity among the minority groups. It also gave the professional associations an opportunity to see and hear from the minorities. I feel the conference provided a pattern for both MEA and the ACT Forum to use in planning more conferences."

Kentucky's teachers dig in as crisis enters new phase

After authorizing a financially lean biennium for education, Kentucky legislators last month concluded their 60-day session, packed their bags, and scattered across the state. However, those who think that once back home they can put out of mind for the next two years what they left behind are due for a rude awakening. As several members of the Delegate Assembly of the Kentucky Education Association put it: "To those in the marble halls of Frankfort who are saying 'Peace,' Kentucky teachers are saying the fight has just begun."

The *Louisville Courier-Journal* summed it up this way: "Round One of the fight by Kentucky schoolteachers to secure higher wages and other legislative goals ended . . . [but] more turbulent times may be in the offing."

Addressing the Rotary Club of Louisville and recalling the teachers' statewide, late February, six-day walkout that was called off only after a series of court injunctions had been issued, J. M. Dodson, KEA's executive secretary, stated: "If I were to make an assessment of what the strike has done and has not done, I would have to say that nothing much has happened in the Kentucky legislature . . . but that other things will come as a result of the struggle. . . . Kentucky teachers are more unified than ever. The strike brought about an involvement of new leadership, the belief that teachers can stay together when the chips are down, and an awareness of the political realities in Kentucky."

School support had low priority in legislature

"From the beginning of the session, it appeared almost certain that the 1970 genre of Kentucky lawmaker was not in the mood to support school causes if it meant raising taxes. For one thing, election time comes next year."

This statement was part of the legislative round-up story that appeared in the *Courier-Journal*. The report then quoted the chairman of the House Education Committee as having stated that "a number of representatives lost seats in the House after the sales tax increase was enacted in 1968. In many cases, the individuals who won ran on a platform of no increases in taxes."

On the issue of salaries, though KEA's Delegate Assembly had reduced its request to a $600 cost-of-living increase over the biennium, the legislature granted teachers only $300. KEA had proposed raising additional revenues for salaries by adding 4¢ to the rock-bottom 2.5¢ per pack tax on cigarettes sold in the state. Though a bill was introduced to achieve this, it died in committee.

A property tax "rollback" law passed in 1965 had closed the doors to local school support sources throughout Kentucky, leaving the state legislature as the only resource left. Nevertheless, the bill that would have raised the ceiling on existing property tax levels died in committee and the measures that were passed permit merely small increases in tax revenues only in some school districts.

KEA supported five fringe benefit bills covering group insurance, personal leave, sick leave, sabbatical leave, and optional retirement with full benefits after 30 years of service regardless of age. The sabbatical leave measure died in the Senate Education Committee after being approved by the House. Of the four measures that were passed, only group insurance went through as originally proposed by the KEA; the others were watered down one way or another. For example, teacher retirement at full pension after 30 years of service regardless of age passed but does not become effective until July 1, 1972.

Though it involved no tax hikes and was one of the four major priorities set by Kentucky teachers, a professional negotiation law was not adopted. The bill, which would have guaranteed local associations negotiation rights, was passed in the House and killed in the Senate.

NEA assists KEA in activating Phase III

While the possibilities of a full-scale NEA investigation and sanctions continue to loom, NEA and KEA staff members are teamed up in activating the three-pronged program comprising Phase III of the struggle.

Kentucky teachers are forming an independent political arm through which they can be involved in highly organized political action programs focused on next year's elections. On the public relations front, they will engage in year-round programs designed to educate voters about education and gather around the profession all organizations interested in school improvement.

In the professional negotiation arena, local associations, backed and aided by KEA and NEA, have begun working for 1970-71 master agreements without the blessings of a PN law.

A statewide PN training conference for local negotiators and PR chairman was held in Kentucky on April 3-5. The conference program and special materials were developed by a team comprised of NEA and KEA staff members.

Post-conference plans call for local associations to have their negotiation proposals developed by April 30; for negotiations with local school boards to begin by May 1; for monthly regional PN training and trouble-shooting conferences to be conducted around the state from May through August; and for the KEA staff to be available through August for follow-up work, to assist local negotiators, and to review all specifics before settlements are concluded.

Many letters of appreciation were sent to the NEA by Kentucky teachers. Quoting from one, selected at random, can illustrate their content: "The Paducah Education Association wishes to express its gratitude to the NEA for the assistance we received and are receiving . . . . The activities in which we have been engaged truly demonstrate the value of being a part of a united profession." This letter was signed by Shirley Menendez.

NEA acts on racial problems in Louisiana

The NEA Executive Committee—after hearing a report that racial problems in Louisiana are "of a magnitude that defies solution"—acted last month to provide prompt and substantial support to Louisiana Education Association efforts to alleviate those problems.

The NEA Committee approved the establishment of an NEA office in Baton Rouge to help direct a statewide strategy for the development of organizational strength and leadership training in local education associations. Donn S. Mitchell, an NEA field representative, will head the office, as well as one set up in Mississippi.

The Committee approved continuing NEA fact-finding, monitoring, and investigative assistance to provide data for further litigation or other types of remedial efforts in Louisiana. The Committee also okayed recommendations for a series of NEA political action workshops and human relations workshops in the state.

Further, the Committee approved continued and expanded legal and NEA DuShane Emergency Fund activities to assure teachers' rights in Louisiana.

The report heard by the NEA Executive Committee was prepared by a 20-member NEA task force that made a one-week, on-the-spot study of Louisiana school problems in mid-February. It was the second such study in a Southern state; the first study led to NEA action in support of teachers' rights in Mississippi (see NEA REPORTER, February 27, 1970, page 6).

The NEA report on conditions in Louisiana said that, despite impressive statistical progress in the push for school desegregation in the state, black students and teachers continue to receive discriminatory treatment. The 24-page document outlines the failures and frustrations of desegregation in all parts of the state, and tells of the following "critical consequences" produced by school desegregation in Louisiana:

- Hundreds of black educators are being demoted, dismissed, or pressured into resigning. Blacks are then replaced by whites who often have fewer qualifications and less educational experience.
- Thousands of white students and significant numbers of white teachers are fleeing the public school system to enter hastily established all-white private schools.
- Within so-called desegregated districts, many of the old patterns of racial segregation still exist. Desegregated schools contain segregated classes. Often segregation is present within classrooms.
- In most school districts, the terms for desegregation have been determined unilaterally by whites without involvement of black educators, students, or parents.
- Whatever progress has been made in improving educational opportunities for black students is jeopardized by the submersion of their interests and needs in the current desegregation process.
- In many Louisiana districts, the usual pattern of desegregation is one-way, involving the transfer of black students to formerly all-white schools. Black schools, many of which are modern and well constructed, are being closed.

The NEA report says that the problem of black educator displacement has reached crisis proportions in Louisiana. Black administrators, classroom teachers, counselors, department heads, coaches, and band directors "have suffered wholesale demotion" since last September, the report charges.

NEA denounces approach

Nixon issues education messages

President Nixon has sent two education messages to Congress calling for less money and more research to answer the nation's pressing educational problems. Both messages, one on elementary and secondary education and the other on higher education, stress reform and an increased reliance on private capital replacing shrinking federal dollars.

In his March 3 statement on elementary and secondary education, the President called for a halt to further increases in education spending until research can unveil "the mystery of the learning process."

Stressing the need for more funds for educational research, the President outlined a five-point program:

- Creation of a National Institute of Education within HEW to take over existing research programs in the U.S. Office of Education
- Creation of a President's Commission on School Finance to study and develop plans for attacking the financial and organizational needs of nonpublic as well as public schools.
- Endorsement of the "Right to Read" as a national goal of this decade
- Extension of the Corporation for Public Broadcasting for three years, requiring matching funds from nonfederal sources
- Creation of an Early Learning Program, setting up a network of experimental centers, and tied into the day-care plan included in the Administration's proposed program of family assistance.

NEA President George D. Fischer denounced the President's approach to educational problems, saying: "We are asked to provide public funds for a new agency to supplement the countless blue ribbon task forces, study groups, advisory councils, and conferences which have had little, if any, impact on classroom practice. We know as professional educators that the problems of the schools defy easy analysis, but we have learned that nothing good will happen until public funds are used for putting highly qualified and motivated teachers into decent and adequately equipped classrooms."

Nixon's higher education message was also criticized by the education community. The President's plan would limit direct federal help—grants, loans, and interest subsidies—to students from families whose incomes are under $10,000. All middle-income students would have to turn to banks and private lenders to finance their education.

The National Higher Education Association, NEA, called the proposed plan "irrational" saying that this "focus on the needy" might enable a few poor students to attend the least expensive public colleges, but would constitute a hardship for the majority of students who "couldn't afford to pick up the larger tab of private or professional education."

The Administration has also suggested setting up a National Student Loan Association to facilitate private loans; the creation of a national foundation to improve higher education; and the establishment of a Career Education Program to strengthen two-year colleges.

Despite many positive aspects of the message, the higher education community expressed dismay at the fundamental shift to high-interest loans as a national approach to financing higher education.

Black tenure teacher wins case

The U.S. Sixth Circuit Court of Appeals has ordered the reinstatement of Florence Ella Hatton, a black teacher who lost her job two days before the beginning of the 1968-69 school year.

Miss Hatton had been given an interest-free subsistence loan by the NEA DuShane Emergency Fund. The fund, in conjunction with the NAACP Legal Defense Fund, paid her legal expenses.

Miss Hatton had been notified by the Maury County (Tennessee) Board of Education that her job had been eliminated due to a cut-back in Title I funding following declining enrollment in a formerly black school. She was a tenured teacher.

Although the school board held that Miss Hatton was incompetent, Miss Hatton charged that the board did not place her in another position because of her race. A U.S. District Court decision in October, 1968, upheld the board's view that race was not the issue.

White teachers hired

The Court of appeals, in reversing the district court's ruling, noted that nontenured white teachers were hired by the Maury County Board of Education while Miss Hatton remained jobless. Tennessee tenure law requires that teachers whose jobs have been eliminated be given preference when vacancies occur.

In the district court hearing, the Maury County school superintendent testified that he had not used objective standards in determining Miss Hatton's dismissal. Miss Hatton's lawyers argued that in accordance with an earlier ruling in *Rolfe v. County Board of Education of Lincoln County* (Tennessee), the Maury Board of Education was "constitutionally required to compare Miss Hatton—a Negro teacher asigned to an all-Negro school on the basis of race who was thereafter dismissed from that school in consequence of enrollment losses resulting from the implementation of the board's desegregation plan—to all other teachers in the system in light of definite objective standards applied to all teachers alike without distinction as to race."

Mary M. Anderson

NEA political expert plans governor race

Mary M. Anderson, a Nashville, Tennessee, educator who has been an NEA Teachers-In-Politics (TIP) Specialist for two years, indicated this month that she plans to be a candidate for state governor, and to file in the August Democratic primary.

Mrs. Anderson, who served for two terms in the Tennessee lower house and one term as state Senator, is a former sixth grade and high school teacher in the public schools of Nashville. She is known also to the business and industrial community as an engineer and draftsman, and has served for two years as administrative assistant to the Tennessee Aeronautics Commission.

She has been a frequent speaker and consultant at Political Clinics sponsored by the NEA Citizenship Committee.

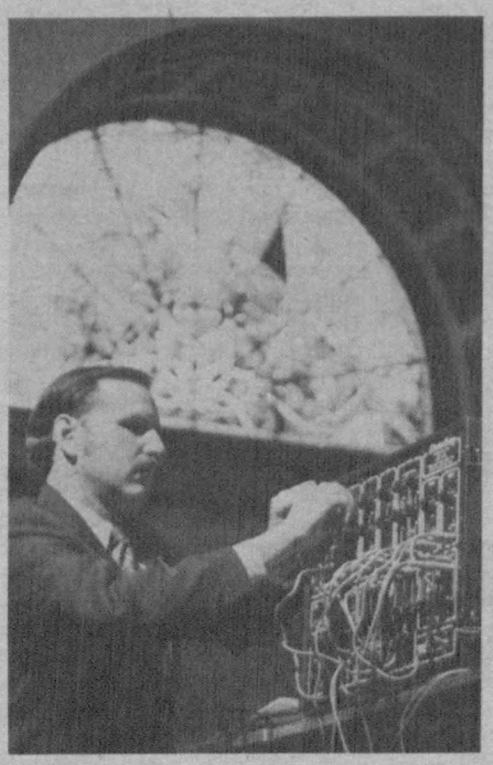
Teachers launch music education for the 70's

The 58,000-member Music Educators National Conference, a national affiliate of NEA, launched music education for the 70's last month with a convention that featured diversity in music—from rock and electronic to 16th Century madrigals—and that also focused on major social issues.

New roles for music in a troubled society emerged as the over-riding message of the five-day program, attended in Chicago by some 8,500 adults and 4,000 public school and college students. In the words of pianist Lorin Hollander, keynote speaker for the convention, "Although campus disorders, the ghetto, and pollution are major problems, there is a bigger one facing us: the need to reestablish the individuality of man. Music teachers can do this by teaching the joys of discovery and creativity in music."

James Farmer, assistant secretary for administration, U.S. Department of Health, Education, and Welfare, advised the teachers to get into the ghetto to try and understand the life style of inner-city students. A music teacher must have "walked the streets" and heard the cacophony of sounds that include "bad plumbing, family fights, and rats being chased with a broom" if he wants to reach the child who lives there, Farmer said, continuing—"music education can give an appreciation of self, then mankind—a sharing of soul."

The music educators heard 75 performing groups from 25 states present choral, vocal, and instrumental music of every style and period. Over 2,000 Chicago school children took part in a "Chicago Night" program.



Charles Palmer, West Hartford, Connecticut, music teacher, demonstrates synthesizer used by students.

The College Clef Dwellers, Midland Lutheran College, Fremont, Nebraska, give music educators a sample of lighter musical style during the recent MENC convention in Chicago.

Music educators plan teaching unit on rock

A first-of-its-kind teaching unit on the musical characteristics of rock is being developed for use in 2,500 junior high schools next fall, the Music Educators National Conference announced recently. MENC is cooperating in the pilot project with Youth Education, Inc., of New York City, with Coca-Cola USA providing funding for production and distribution of materials.

Purpose of the multi-media teaching unit will be to give both teachers and students a better understanding of rock as a form of musical expression. MENC recently endorsed this music as having a legitimate place in the school curriculum.

Resolutions proposed for 1970 Convention

Editing Committee prepares resolutions for 1970 Convention

The NEA Editing Committee met last month to prepare the preliminary report on the resolutions that will be acted upon at the San Francisco Convention. Committee Vice-Chairman R. Laverne Marcum (standing) of Idaho points out a proposed amendment to Chairman Adeline Brengle of Indiana. Other committee members (left to right) are O. N. Freeman, Jr., of North Carolina, Gladys Perry of Washington, and Albert A. Bagdonas of Iowa.

The preliminary report on NEA resolutions, beginning below, contains changes in several continuing resolutions. Adeline Brengle, chairman of the NEA Resolutions Committee, noted that the editing committee is recommending substantial revision of C-4, Desegregation in the Public Schools, and of C-47, now titled Minority Participation in Associations, formerly titled Desegregation as Association Policy. For the first time, the issue of bussing is included in the desegregation resolution, Miss Brengle stated.

A new current resolution on ecology will be recommended to the Resolutions Committee for consideration in San Fransico, and the concept of tax deductions for political contributions is included in the resolution on tax law revision.

"The editing committee urges all members, particularly those who will be delegates to the San Francisco Convention, to review the preliminary report," said Miss Brengle. She pointed out that continuing resolutions need not be reconsidered and readopted by the Representative Assembly unless recommended by the Resolutions Committee or unless the Assembly, by a majority, votes to reconsider them.

The proposed resolutions on this and the following pages are subject to change and addition of topics at the San Francisco Convention.

Unless a resolution is starred, no recommendation for change or addition is made by the editing committee.

Delegates are urged to bring this issue of the NEA REPORTER to the San Francisco Convention. The preliminary report on NEA resolutions will not be reproduced widely in any other form.

Preliminary Report

THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

I. CONTINUING RESOLUTIONS

A. Education in America

C-1. Educational Opportunity for All

The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be offered at public expense, and be required through the secondary school. The individual also must be free to choose, to supplement, or to substitute education in privately supported nonpublic schools.

C-2. Public Education

The National Education Association believes that solutions to the problems facing public education must preserve and strengthen the priceless heritage of free public educational opportunities for every American

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education and safeguard the education of all.

The public school system is not expendable. Any movement that would diminish this vital asset will be opposed by the Association.

C-3. Schools in Crisis

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher than average per pupil financial allocations to increase staff, buildings, and instructional material. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs.

The Association directs its officers and staff to design action programs and seek necessary legislation and financial support to improve schools in crisis.

*C-4. Desegregation in the Public Schools

The National Education Association believes it is imperative that desegregation of the nation's schools be effected. Policies and guidelines statements for school desegregation in all parts of the nation must be strengthened and must comply with Brown v. Board of Education and subsequent judicial decisions, and with civil rights legislation and decisions.

The Association recognizes that acceptable desegregation plans will include a variety of devices such as geographic realignment, pairing of schools, grade pairing, and satellite schools. These arrangements often require that some students be bussed in order to implement desegregation plans which comply with established guidelines adhering to the letter and spirit of the law.

The Association will continue to oppose vigorously desegregation plans which result in the systematic displacement or demotion of black principals and teachers. It urges federal agencies charged with approving and enforcing plans to do the same.

B. Professional Competence

C-5. A Competent Educator in Every Professional Position

The National Education Association believes that each educator should have a broad general education; depth of preparation in special areas; mastery of the knowledge and skills necessary to perform his duties; zeal for continued learning, in-service education, and understanding of professional ethics, professional responsibilities outside the classroom, and the pressing needs of public education.

*C-6. Evaluation and Subjective Ratings

The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of (a) factors that determine professional competence; (b) factors that determine the effectiveness of competent professionals; (c) methods of evaluating effective professional service; and (d) methods of recognizing effective professional service through self-realization, personal status, and salary.

The Association insists that each educator have access to all items in his personnel file, except privileged communications related to his initial employment, and should have the right to attach a written response to any item. A procedure should be established to remove inappropriate or unfounded material from personnel files. A copy of any evaluation report placed in the educator's file must be given to the educator.

The Association further believes that use of subjective methods of evaluating professional performance for the purpose of setting salaries has a deleterious effect on the educational process.

The Association believes that the use of examinations such as the National Teacher Examination is an undesirable method for evaluating educators in service for purpose such as salary, tenure, retention, or promotion. Such examinations should not be used as a condition of employment of an educator when the candidate is a graduate of an institution accredited by the National Council for Accreditation of Teacher Education.

C-7. National Council for Accreditation of Teacher Education

The National Education Association believes in the importance of national accreditation in teacher education and supports the National Council for Accreditation of Teacher Education as the single national agency to perform this function.

The National Council should remain broadly representative of the teaching profession, and the various branches of the profession should be included on the council and on its committees and visiting teams.

*C-8. Paraprofessional and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff who will free the teacher from certain nonteaching and routine duties so that he can perform more sucessfully the primary task of teaching each child. The Association also urges its local affiliates and local school systems to become involved in the recruitment, orientation, and training of paraprofessional and auxiliary personnel.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of paraprofessional and auxiliary personnel as an excuse to increase class size.

C. Educational Programs Adapted to Individual and Social Needs

C-9. Physical Environment for Learning

The National Education Association believes that the physical environment for learning must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety to serve all students.

C-10. Improvement of Instruction

The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. Much of the responsibility to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school.

The Association urges local affiliates to involve members in the development and implementation of programs for instructional improvement, curriculum development, and individualization of instruction relevant to the needs of the students.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

The Association further recommends that the profession, in cooperation with other interested groups, establish standards of quality that will prevent the distribution and use of inappropriate products.

*C-11. Improvement of Curriculum

The National Education Association believes that each school system, in shared responsibility with classroom teachers, must continuously evaluate its curriculum, keeping it ever sensitive to the current and future needs of students.

The Association recommends that each school curriculum reflect concern for such critical issues in our present society as—

a. American heritage and values,
b. mental hygiene,
c. safety education,
d. contributions of minority groups,
e. cultural diversity,
f. democratic processes,
g. use of drugs, and
h. vocational education.

C-12. Selection of Materials

The National Education Association believes that decisions on which school learning experiences will develop a student's talents are best met by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

(continued on next page)

Proposed NEA resolutions . . .

(continued from preceding page)

C-13. Cultural Diversity in Instructional Materials

The National Education Association believes that basic educational materials should portray our cultural diversity and the contributions of minority groups.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of biases to allow students to become familiar with the attitude and recommendations from various segments of the literary world.

***C-14. Bilingual Education**

The National Education Association urges and will support its members and affiliates in seeking repeal of state laws prohibiting the teaching of subjects (other than foreign languages) in any language but English. The Association further urges the enactment of legislation that will provide necessary funds to develop and provide teaching material appropriate for those students to whom English must be taught as a second language.

***C-15. Mental and Emotional Health of Children**

The National Education Association recognizes that the total environment, including home, school and community, affects the mental and emotional health of children.

The Association believes that it is essential for such environment to be mentally healthy in order to ensure the proper growth of children. It urges its affiliates to support programs which would:

a. Strengthen and improve the enforcement of child abuse laws.

b. Promote educational programs for parents to improve the home atmosphere.

c. Improve teacher and administrator understanding of child growth and development to ensure the provision of an emotional climate in the school conducive to good mental health.

d. Provide special preventive services in the school to detect impending difficulties early.

e. Provide mental health facilities for the treatment of children.

C-16. Guidance in Elementary Schools

The National Education Association urges that guidance programs, including counseling and psychological services, be increased, and established where they do not now exist, in all elementary schools.

C-17. Conversion to the Metric System

The National Education Association believes that a carefully planned effort to convert to the metric system is essential to the future of American industrial and technological development and to the evolution of effective world communication. It supports federal legislation that would facilitate such a conversion.

C-18. Moral and Ethical Values

The National Education Association believes that an understanding of the American heritage and the traditional values of the American way of life is a primary goal of teaching and learning in the public schools.

The Association recommends that all educators emphasize, through their professional activities inside and outside the classroom, the application of our moral and ethical values.

The Association also urges that schools make every effort to develop in school-age citizens, through curriculum, programs, and activities, a capacity for moral judgment and a sense of responsibility in both the public and private spheres.

C-19. Human Relations Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Human Relations Day." The Association encourages its affiliates and all school systems to plan activities on this date that will promote goodwill among men.

D. Financial Support

C-20. Basic Financial Support

The National Education Association believes that public education should be supported from public tax sources to ensure that each citizen has an educational program for the highest level he is capable of achieving. This is the only true meaning of equality of educational opportunity.

The Association also believes the tax systems of the federal, state, and local governments should share equitably in supporting public schools. Special apportionments of federal and state funds should be provided to encourage experimentation and promote improvements in educational practice.

The total impact of the tax systems supporting schools should be proportionate to the ability of the taxpayers to pay without undue hardship on any one group. No one tax should bear a disproportionate share of the cost. Outmoded and restrictive tax rate and indebtedness limitations must be removed. The tax system should be continually reviewed to ensure an equitable distribution among individual taxpayers, among school systems, and among levels of government.

C-21. Federal Support of Public Education

The National Education Association seeks federal support of public education in line with the following principles:

a. That federal programs comply with current civil rights statutes and judicial decisions.

b. That there be substantial general federal support of the whole of public education.

c. That present federal programs of specific aids be continued, expanded, and improved by consolidation and simplification of administration.

d. That further expansion of federal support to education be general in nature, and that these funds be allocated without federal control for expenditure and suballocation by state education agencies.

e. That the amount of aid be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. That legislation be consistent with the constitutional provision respecting an establishment of religion and with the tradition of separation of church and state.

g. That the legislation contain provision for judicial review as to its constitutionality.

h. That all federally supported educational programs, including those now assigned to other federal agencies (except those programs designed to train armed forces personnel), be administered by the U.S. Office of Education, pending establishment of a Cabinet Department of Education.

C-22. Professional Salaries

The National Education Association believes that certain factors must be considered in the formula of any salary policy and that no professional group may be overlooked in the establishment of such policies. These factors also apply to salaries for professional service including, but not limited to, summer school, after-school activities, federally supported programs, research and writing activities, and extra duties within the school day.

The Association believes that a salary schedule should—

a. Be based upon preparation, teaching experience, and professional growth.

b. Be expressed through index or percentage guides.

c. Provide a beginning salary to attract capable young people into the profession.

d. Provide annual increments that in no case are less than 7 percent of the bachelor's degree minimum within 7 years for professionally qualified teachers with the master's degree, with further salary increases for additional preparation and experience, including the doctor's degree.

e. Be developed through the process of professional negotiation.

f. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

g. Relate salary scales for supervisory and administrative positions to the teacher-salary schedule by ratios which recognize differences in responsibility, length of contract year, and other approriate factors.

h. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials to beginning salaries.

i. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

j. Allow full credit for teaching experiences outside the district.

C-23. Salaries in Higher Education

The National Education Association urges substantial increases in salaries of faculties in institutions of higher education. Institutions of higher education must offer salaries sufficient to attract and retain faculty members of academic excellence.

C-24. Tax Deductions for Professional Expenses

The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel when they satisfy employers' requirements for the maintenance and improvement of teaching skills.

The Association calls upon the Internal Revenue Service to apply these regulations uniformly and equitably in all of its districts.

C-25. Teacher Retirement and Social Security

The National Education Association believes that properly planned and soundly financed retirement systems are essential. Benefits should be at least 50 percent of the average of the highest 3 years of salary after 20 years of service. Full vesting should be provided after not more than 5 years of creditable service. Contributions by educators to retirement systems should be on a tax-deferred basis.

If retirement systems are supplemented by participation in the federal Social Security program, such participation should be wholly in addition to, and not in place of, retirement benefits previously guaranteed by law; must be without impairment of the financial soundness of the existing system; and must be approved in advance by a majority of the active members of the existing system.

The Association will seek federal laws to effect cost-of-living increases in national retirement benefits and urges its affiliates to seek such benefits from state legislatures and state teacher retirement systems.

The Association supports the principle of eligibility of teachers for Part A of Medicare and seeks legislation to effect it.

The Association calls upon its affiliates to join with it to develop guidelines for programs of preretirement counseling for members.

E. Organizational and Administrative Services

C-26. United States Department of Education

The National Education Association urges the establishment of a cabinet-level U.S. Department of Education.

C-27. Decentralization in Large Cities

The National Education Association believes that the educational decision-making process must be as close as possible to the citizens and professional staffs directly served by, or involved in, local communities within the cities and recommends decentralization in large cities.

The Association endorses the concept of elected boards of education within large cities. The appropriate delineation of authority and power between a central city board of education and the community boards within the city is a critical factor in ensuring the success of decentralization. Such delineation will inevitably vary from city to city based upon local circumstances, custom, state laws, immediate needs, and historical precedent. Precedent and custom, however, must not be allowed to stand in the way of establishing smaller and more viable units of school governance and administration which will make large city schools more responsive and accountable to the various groups they must serve.

The Association also believes that elected community boards of education must possess clearly defined authority in the areas of curriculum, educational materials, school program, and personnel, with negotiation rights and procedural due process guarantees for the educators of the city.

C-28. Time to Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including time for planning and elimination of the noninstructional tasks required of a teacher.

Class size must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. The ratio of the professional personnel serving students should be at least 60 professional staff members per 1,000 students, not including paraprofessionals.

F. Employment Practices and Standards

C-29. Written Personnel Policies

The National Education Association insists that personnel policies be written and be developed cooperatively by local associations and boards of education where they are, at present, not subject to the negotiation process.

C-30. Nondiscriminatory Personnel Policies

The National Education Association believes that the criteria for evaluating educators for employment, retention, payment, or promotion are professional competence, succesful experience, and ethical practice. Local affiliates must secure and enforce personnel policies and practices that guarantee that no person will be employed, retained, paid, or dismissed because of his race, national origin, religious affiliations, or sex.

C-31. Housing for Educators

The National Education Association believes that all educators should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom.

C-32. Equality of Opportunity for Women

The National Education Association insists that all educators, regardles of sex, who are qualified be given equal consideration for any assignment by boards of education. Local affiliates are urged to launch a program to remove existing discriminatory practices against women.

C-33. Professional Negotiation and Grievance Procedures

The National Education Association believes that local associations and school boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and school boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of mutual concern, including a provision for financial responsibility.

The Association encourages local affiliates to see that teachers are guaranteed a voice in the establishment of the instructional policies. Procedures for the resolution of impasse must be included. Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of school board policies and agreements. Binding arbitration shall be a part of the grievance procedure.

Those representing local affiliates in the negotiation process shall be granted released time without loss of pay.

Faculty and building level administrators, in order to preserve professional relationships within school staffs, should not be negotiators for school boards. The Association recommends establishment of personnel offices at the central administrative levels to represent school boards in negotiation.

(continued on next page)

Proposed NEA resolutions . . .

(continued from preceding page)

The Association urges the extension of the rights of professional negotiation to the faculties of institutions of higher education.

The Association urges its members and affiliates to seek state legislation that clearly and firmly mandates the adoption of professional negotiation agreements.

The Board of Directors shall establish a Professional Negotiation Committee immediately to facilitate the achievement of professional negotiation agreements and to maintain an efficient communication system on professional negotiation between the Association and its affiliates.

The rights and privileges of all teachers should always be respected regardless of what organization has sole negotiation rights.

C-34. Fringe Benefits

The National Education Association believes that to attract and retain competent staff, school systems must provide fringe benefits comparable to those of other professions and occupations requiring similar preparation and responsibility. These programs should include the items recommended in the Association's guidelines for fringe benefits.

C-35. Educators and National Service

The National Education Association urges that the Selective Service System delay to the end of the school year the induction of any educator who is drafted during the year.

An educator whose career is interrupted because he is drafted, or called to active service by the National Guard or the reserves, or who volunteers to fulfill his military obligation, should be guaranteed re-employment and other benefits that would accrue if he continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement.

G. Professional Autonomy and Freedom

C-36. Professional Autonomy

The National Education Association believes that the profession must govern itself. Members of the profession, through professional standards boards and professional practices commissions, must set and enforce standards of license, practice, ethics, and competence.

C-37. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that laws in each state must provide for the continuing employment of educators. Such laws must guarantee to each educator notice, statement of charges, right to a fair hearing, and appeal procedures, before demotion, dismissal, or nonrenewal of contract for good and just cause. The Association urges its affiliates to seek enactment of such laws where they do not exist and will support those affiliates in such efforts.

C-38. Academic Freedom

The National Education Association believes that academic and professional freedom are essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated.

H. Active Participation in Public Policy Making

C-39. Public Understanding

The National Education Association believes that professional associations must promote public understanding of education and encourage wide public and parental participation in solving education's problems.

The Association also believes that there must be an interested, informed, and nonpartisan board of education in each school district, which also has a responsibility to promote public understanding of the schools.

*C-40. Civil Rights

The National Education Association calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, and economic status that prevent some citizens from exercising rights that are enjoyed by others, including liberties defined in common law, the Constitution and statutes of the United States. All individuals must have access to public education and other services which are provided at public expense that will make them effective citizens. All minority groups must be trained and aided in developing strategies and expertise that will enable them to operate effectively in determining their future.

C-41. The Educator as a Citizen

The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It urges local affiliates to seek written school board policies to guarantee educators their political rights, including registering and voting, participation in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable educators to serve in public office without personal loss and without curtailment of annual increments, tenure, retirement, or seniority rights.

Major decisions affecting schools are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support the established goals that will provide quality education.

*C-42. Education and the Mass Media

The National Education Association recognizes the total educative effect of the communications media whose obligation should be to provide full, constructive and accurate presentations. It notes the progress which is being made to improve such programs and materials.

The Association recommends that educators in cooperation with parents and others concerned, seek to influence the policies followed by the mass media and, at the same time, help children to become intelligently critical viewers, listeners, and readers.

*C-43. Strong Professional Associations

The National Education Association and its state and local affiliates must enroll all eligible educators to provide a coordinated program of services to teachers and schools and make the profession's influence felt in the community, state, and nation. Members must observe and professional associations must enforce the Code of Ethics of the Education Profession.

The Association supports and encourages the Student National Education Association and the Future Teachers of America.

Associations at all levels must be sufficiently staffed and financed to assist members to implement the goals and policies that they set.

Associations at all levels shall establish and maintain nondiscriminatory personnel policies for their employees; adopt recruitment policies to ensure staff representation of cultural and ethnic groups; provide staff participation in establishing written personnel policies and extend the rights of professional negotiation to all staff members.

C-44. Defense of Educators

The National Education Association will support any educator or class of educators whose professional or political status or rights have been menaced or unfairly restricted. Where legal and other restrictions prevent educators from exercising these rights, the Association will support state and local affiliates' efforts to remove such restrictions.

The Representative Assembly calls upon the Executive Committee and the DuShane Advisory and Administrative Committees to continue their unlimited support to educators in retaining their positions when threatened with transfers, demotions, dismissals, and being passed over for promotion based on race.

The Association deplores and condemns any practice where as a result of desegregation of school districts black educators are dismissed, demoted, misassigned, or not rehired based on race.

The Representative Assembly mandates that any school official and/or school system practicing discrimination against any employee based on race shall be censured by the National Education Association. The Assembly calls upon the Department of Health, Education, and Welfare to enforce the guidelines governing this subject.

C-45. Representation on Boards, Committees, and Commissions of the Association

The National Education Association shall be represented by a majority of classroom teachers on all its appointive boards, committees, and commissions that are intended to be generally representative of the interests of educators. In selecting persons to serve, the Executive Committee shall, as terms expire, raise classroom teacher representation to at least 75 percent.

C-46. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations.

*C-47. Minority Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association of his choice in any community or state. The right shall not be denied by constitution or practice on racial grounds.

Association units shall not allocate Association funds for or arrange or engage in any activity, program, meeting, or conference in which the participation of members of minority groups is in any manner impeded.

1. Opportunities for Minorities in Associations

The Association urges all affiliates to provide avenues for full and complete participation by all members. Members of minority groups should have positions on committees, opportunity to attain leadership, and the right to represent their local and state associations. Each affiliate should adopt policies, constitutional procedures, and structures through which minority groups can express and resolve grievances arising from Association practices.

The Association strongly recommends that the evaluative criteria established by the Executive Committee for merged associations be accepted and implemented by all its other affiliates to ensure minority participation.

2. Merged State and Local Affiliates

The Association recognizes in merged associations much remains to be done to bring legalisms to life. It directs the Executive Committee to conduct periodically a systematic evaluation of the implementation of the merger agreements and report its findings to the Representative Assembly. Evaluations must be conducted at least every two years until 1980 or until the Executive Committee recommends they be discontinued. Among the criteria for evaluation to be established by the Executive Committee are these:

a. There is compliance with the terms of the merger agreements;

b. There is a procedure available which assures members and effective means to resolve grievances; and

c. There is a process which ensures that the unique contributions, history, and flavor of each former organization is retained and is visable in the new, merged association.

The Association directs merged state affiliates to report periodically to the NEA Executive Committee on the status of merged local affiliates and recommends that the evaluative criteria established by the Executive Committee for state affiliates be used in evaluating local mergers.

C-48. Professional Sanctions

The National Education Association believes that, when other means for preventing unethical or arbitrary policies or practices that have a deleterious effect on the welfare of the school have been exhausted, professional sanctions should be invoked. Guidelines that define, organize, and definitely specify procedural steps for invoking sanctions by the teaching profession have been devised. Similar procedural guidelines should continue to be developed for the lifting of sanctions. State and local affiliates and their members should familiarize themselves with these guidelines and with the circumstances in which they are applicable.

The Association calls upon its officers, commissions, committees, staff, and affiliated state associations to apply these guidelines where appropriate and, through the experience of use, continuously to improve them.

The Association urges all boards of education to make provisions in their employment practices to accept, without prejudice, applications from individuals from school systems where sanctions or other means of protest are being, or have been, used and to give equal and unbiased consideration of such applicants, when fully qualified, for the position under consideration.

The Association urges all institutions of higher learning to refrain from assigning student teachers for their preteaching experience in any school system under state or national sanction.

C-49. Withdrawal of Services

The National Education Association recognizes that in some school systems the deplorable conditions in education have brought about crises.

The Association recommends several procedures to be used in resolutions of impasse. They are mediation, fact-finding, arbitration, political action, and sanctions. The Association believes that these procedures should make the strike unnecessary and recommends that every effort be made to avoid the strike as a procedure for the resolution of impasse.

The Association realizes that teachers may have no choice but to resort to a withdrawal of services as the only means of attracting public attention to, and correcting conditions in, situations (a) where conditions make it impossible for teachers to provide quality education, (b) where solutions have been proposed but have not been conscientiously explored, and (c) where solutions have been proposed but not consummated. The Association supports efforts by local and state associations to obtain repeal of state laws that prohibit withdrawal of services.

The Association denounces the staffing of schools with untrained, unqualified, or noncertificated persons at any time and especially at a time when teachers withdraw their services in an effort to establish conditions that will make it possible to provide high quality education.

The Association reminds its affiliates that seek aid in times of crises that the Association should be involved at the earliest possible time.

At the outset of withdrawal of services, or where schools remain open during a withdrawal of services, administrative and supervisory personnel may remain within the schools or take other precautions to provide for the safety of students and the protection of property. School boards should officially close schools when work stoppage is declared by the recognized professional organization. Schools should remain closed during the period of withdrawal of services.

The Association directs its officers and staff to develop guidelines on the role of supervisory and administrative personnel when a withdrawal of services occurs.

(continued on next page)

Proposed NEA resolutions . . .

(continued from preceding page)

II. CURRENT RESOLUTIONS

70-1. Unified Professional Membership

The National Education Association urges its affiliates to complete unification by 1970-71, so that each member will be provided coordinated support and services from all levels of the organized profession.

70-2. Salary Goals

The National Education Association believes that salaries of educators should compare favorably with income in other professions and occupations of comparable preparation and responsibility. Salaries for qualified teachers should begin at $10,500 for the bachelor's degree and range to at least $21,000 in 7 years with the master's degree and continue to increase for career teachers of advanced qualification.

70-3. Exchange Teachers' Salaries

The National Education Association believes that the exchange of teachers between the United States and foreign countries is in the national interest and is essential to international understanding.

The Association recognizes that foreign teachers, compensated only by their own governmental agencies at levels considerably below those of the American schools, find it extremely difficult to meet the higher costs of living in this country, and that many must depend upon contributions to achieve even a low standard of living while in the United States.

The Association urges that the federal government provide funds to guarantee that exchange teachers receive compensation while serving in the United States in an amount at least equal to the average national salary paid to teachers in this country.

70-4. Differentiated Staffing

The National Education Association believes that the concept of differentiated staffing is one of many concepts of school organization and staff deployment that hold promise for enhancing educational opportunities for children and that may provide a means of better utilization of teacher time and talents. The Association also believes that the concept and nature of differentiated staffing demands that any plan be viable, flexible, and adaptable to keep pace with changing conditions in the schools and society.

The Association insists that any design for differentiating staff, to be successful, (a) must meaningfully involve classroom teachers and the local associations from the initial stages of development through implementation and evaluation, (b) must clearly define roles and responsibilities of certificated and noncertificated staff so that the actual process of teaching rests in hands of individuals having sound educational preparation, and (c) must keep the community informed and seek its cooperation in order to prevent misunderstanding of the educational values to be gained from differentiated staffing.

Available funds must be sufficient both to assure maintenance of manageable loads and to guarantee remuneration for all staff—auxiliary personnel, teachers, and administrators—based upon well grounded criteria and not reflective of a merit pay plan for teachers.

The Association urges local associations immediately to initiate in-depth studies of the many ramifications of differentiated staffing to be prepared to act in full partnership with the administration in the design of any plan and to reject any plan not developed cooperatively.

70-5. Task Force on Paraprofessionals

The National Education Association recognizes that the relationship between paraprofessionals and the organized profession, including category of membership, needs clarification. The Association calls upon its state and local affiliates to join with it in a task force to define the needs and functions of paraprofessionals and to recommend guidelines to establish their appropriate relation to local, state, and national associations. Recommendations of the task force should be presented to the 1970 Representative Assembly.

In the interim, the Association recommends that state associations be represented on any group which may be formed by state departments of education to develop guidelines for certification of paraprofessionals.

70-6. Family Life and Sex Education

The National Education Association believes that sex education which provides children and youth with information appropriate to their age is basic to healthy, well adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association calls upon individual teachers and local associations to cooperate with school administrators and school boards in establishing sex education programs as an integral part of the school curriculum and to work with parents to maintain harmonious school-community relations.

70-7. A Nation Under Law

The National Education Association believes that civil order and obedience to the law must be ensured in every community and school, without abridging human and civil rights. These rights must be protected by judicial procedures that ensure speedy and equal justice under law to all citizens with free legal counsel for the poor and destitute.

70-8. Retirement and Teacher Mobility

The National Education Association urges the enactment of federal and state legislation to enable those who have taught in two or more states to receive retirement benefits substantially the same as they would receive if they retired after a career in one state.

The elements of a joint federal-state program are—

a. Agreement by participating states to provide full vesting of retirement rights after no more than 5 years of service;

b. Agreement by participating states to accept up to 10 years of out-of-state service, not vested elsewhere, the employee to pay his share of costs and the state and federal governments to pay the employer's share;

c. Payment from federal funds to supplement deferred retirement benefits paid to mobile teachers to increase them to a level substantially equivalent to benefits provided nonmobile teachers with comparable years of service.

The Association and its affiliates must move at once to secure the enactment of the necessary state and federal legislation.

70-9. NEA Retirement Program

The National Education Association believes the basic retirement system for educators is and should be the statutory retirement system, and that this should be the primary vehicle for providing retirement benefits to educators. However, the Association should provide a retirement program available to its local affiliates which negotiate supplemental benefits.

70-10. Termination of Social Security Coverage

The National Education Association urges that federal legislation be enacted to require governmental employers to notify their employees at the time notice is given to the Department of Health, Education, and Welfare to terminate Social Security coverage of their employees. The legislation should also provide a method to permit governmental employers who have terminated Social Security coverage to provide it again for their employees.

70-11. Voting at 18

The National Education Association recommends that the right to vote be granted to citizens at the age of 18 and that immediate steps be taken to implement Project 18.

70-12. Student Involvement

The National Education Association believes that genuine student involvement requires responsible student action which is possible if students are guaranteed certain basic rights, among which are the following: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; and the right to equal educational opportunity.

The Association directs its officers and staff to establish a task force to—

a. Study further the rights and responsibilities of students and the causes of student unrest;

b. Develop a definitive statement on student rights and responsibilities;

c. Design action programs to ensure that the basic rights of students are not jeopardized.

70-13. The Student in the National Education Association

The National Education Association believes that it is imperative that those who are preparing to teach have a closer relationship with the parent Association. It directs its officers and staff to cooperate with the Student National Education Association to devise a procedure by July 1970 for such a relationship.

70-14. International Education

The National Education Association believes that international education is and has been an important part of American education. The International Education Act of 1966 is designed to improve international education and must be fully funded, implemented, and extended.

The Association urges institutions of higher education to participate in programs under the Act. It also encourages its affiliates and local school systems to jointly promote international education for educators.

***70-15. American Indian Education**

The National Education Association believes that the education of American Indian children is a particular and continuing concern. The public school system has a prime responsibility for meeting the educational needs of all citizens of each state.

The Association urges that federal and state governments immediately move toward the transition of Bureau of Indian Affairs schools to locally controlled public schools under the authority of local school boards elected by the communities which they serve, with a completion goal of 5 years. In the case of boarding schools, local board representation shall be provided for participating communities outside the local school district.

Financing during the transition period shall remain the responsibility of the federal government. After transition, state governments shall assume that portion of the school budget which the local district cannot reasonably finance, and the federal government shall assume that portion of the budget which the state cannot reasonably finance.

The Association will seek to achieve these objectives through legislation and increased appropriations by the Congress.

The Association will seek to support BIA teachers in carrying out the following in order to achieve quality education for all Indian children:

a. Salaries and salary policies comparable to those of public school teachers,

b. Working conditions which provide for a desirable learning environment,

c. Length of school year and school day commensurate with those of public schools,

d. Assignment of qualified teachers to areas of competence and of qualified personnel for administrative positions,

e. Written personnel policies which include provisions for sabbatical leave, for advanced study, and for the right to attend professional organization meetings during the school week without loss of salary, and

f. Involvement of BIA classroom teachers in curriculum planning.

The Association must provide consultant services to aid BIA teachers to attain a voice through negotiations in determining school policies.

70-16. Access to Copyrighted Instructional Materials

The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights—the rights of those who create such materials to profit from their efforts and the rights of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law provide guarantees to teachers and educational institutions to make use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting and technology.

70-17. National Testing and Assessment

The National Education Association notes that a first report on one phase of the National Assessment of Educational Progress is to be released in 1970, which is descriptive of education, not a comparative evaluation of regions or schools.

The Association urges its members to be alert to the forthcoming report and to assume responsibility for studying, understanding, and implementing it.

The Association will continue to resist any attempt to transform national assessment results into a national testing program that would seek to measure all students or school districts by a single standard and thereby impose upon them a single program rather than providing opportunities for multiple programs and objectives.

70-18. Federal Professional Negotiation Law

The National Education Association urges the enactment of a federal professional negotiation law. The law should conform to the Association's policy on negotiation. It should provide that any state that establishes statutory procedures substantially equivalent to those provided by the federal statute would be permitted to operate under its own statute.

70-19. Extremism and the Schools

The National Education Association is alarmed at the nationwide attack on the public schools and the teaching profession by extremist organizations The growing opposition to certain curriculums and to educational policies is recognized by the Association as a thinly veiled political attack on public education itself. The Association urges its affiliates to take concerted action and, if necessary, legal action, to defend against such irresponsible attacks.

70-20. Home Rule for the District of Columbia

The National Education Association supports complete home rule for the District of Columbia. Essential components of home rule include increased financing for the schools, a fiscally independent school board, and protection of professional employees' rights.

State and local affiliates should seek from members of Congress support for home rule legislation.

70-21. One-Man—One-Vote

The National Education Association believes that the principle of one-man—one-vote must apply at all levels of government including the election of the President of the United States.

***70-22. Tax Law Revision**

The National Education Association supports the revision of tax laws at all levels of government in order to bring about more equitable tax treatment of all citizens.

The Association further supports income tax deductions up to $100 for political contributions.

70-23. Fair Housing

The National Education Association believes that universally applied fair housing practices aid in bringing about a truly universal public education.

The Association urges its affiliates, in cooperation with community agencies, to develop and promote practicable programs to implement fair housing practices in every community and to demand passage of legislation that will ensure to each person the opportunity to reside in the neighborhood of his choice.

***70-24. Environmental Education**

The National Education Association shares with all Americans a concern for the survival of our society in its present environment. The Association strongly urges school systems to include in their curriculum programs of environmental education and human ecology. The Association further supports legislation and appropriations to preserve our natural environment.

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

CBS Reports: Health in America—CBS-TV, 10 p.m. A major three-part CBS News series. *Monday, April 20:* "The Delivery of Health Care"; *Tuesday, April 21:* "The Cost of Health Care"; *Wednesday, April 22:* "The Environment."

Mission Possible: They Care for the Land—Friday, April 24, ABC-TV, 10 p.m. (See photo at right.)

Cry Help: An NBC White Paper on Mentally Disturbed Youth — Saturday, April 25, NBC-TV, 7:30 p.m. Mental illness among adolescents which has increased in the United States to proportions termed alarming is the subject.

Leopold Stokowski—Tuesday, April 28, NET, 9 p.m. A review of the life and work of the great maestro.

Once Before I Die—Tuesday, May 5, NBC-TV, 7:30 p.m. The story of seven amateur mountain climbers who are determined to scale the 20,000 foot peak, Koh-I-Tundy, part of the Hindu Kush mountain range in Afghanistan.

The National Environment Test—Tuesday, May 19, CBS-TV, 10 p.m. A test of your knowledge of the dangers and the extent of pollution. It will cover the role of the individual in contributing to pollution, the effect of pollution on the individual and his health, the major pollution phenomena in the news, and the newly realized fear that many major engineering feats never before possible may bring about ecological disaster.

Mission Possible: They Care for the Nation — Wednesday, May 20, ABC-TV, 10 p.m. The last of the three-part Xerox special on pollution and the environment takes an overall look at the nation and what must be done by business, government, and the taxpayer to restore ecological balance.

Magazines

(April issues)

Foreign Affairs—"To Prevent a World Wasteland: a Proposal," by George F. Kennan. Pollution is not just the problem of one nation—it is the problem of the world, the author says. He suggests lines along which international action in this area might proceed. "Our Involvement in Laos," by Robert Shaplen.

Saturday Review *(April 18 issue)*—"The Skill of Relevance or the Relevance of Skills," by Jerome Bruner. "What's Left When School's Forgotten?" by Terry Borton.

(May issues)

Good Housekeeping — "Six Women Who Care" by Rollie Hochstein. What women can accomplish when they commit themselves to the battle for open spaces and clean air.

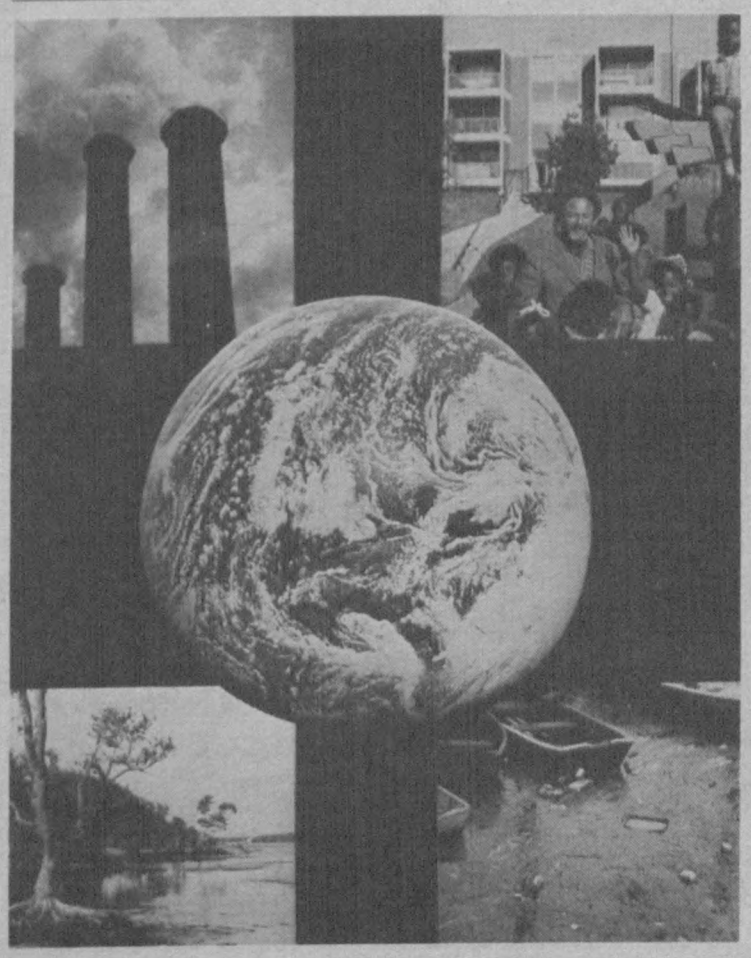
McCall's Magazine — "Can We Save the Great Whales?" by Victor B. Scheffer.

Parents' Magazine—"How To Beat the High Cost of College," by Dorthy Siegel. "What Children Worry About," by Richard M. Silberstein, M.D., and Carol Levine. "Migrant Youngsters: Our Forgotten Children," by Yvonne Postelle. "When Youngsters Cheat," by LeRoy Barney.

Reader's Digest—"I. Integration—A Tragic Failure," by Stewart Alsop. " 'Sesame Street' Opens the Door," by Evan McLeod Wylie.

Backs teach-in

Student NEA wars on pollution



NEA recommends "Mission Possible"

NEA is recommending for viewing a three-part television series called "Mission Possible." The second show in the series, subtitled "They Care for the Land" will be aired by ABC-TV Friday, April 24, at 10 p.m. Filmed mostly in and around the Florida Everglades, the show concentrates on the nationwide struggle between conservationists and those desiring to develop national resources for transportation and other purposes. The third show will be seen May 20.

An all-out war on pollution—of mind as well as matter—has been declared by the president of the 100,000-member Student National Education Association, Charles Gonzales. He calls on students, student teachers, and educators throughout the nation to set aside April 22 as Environmental Teach-In day to focus attention on "mental and environmental pollution that threatens to destroy America."

"It's time for America to put up or shut up," Gonzales says in a message to Student NEA state and local affiliates. "The corporate interests and silent majority have respectively promoted and allowed our economic greed to nearly destroy the environment we have traditionally cherished. Despite the great amount of alarm over pollution, our student educators have remained passively silent. Therefore, I am urging all of our 1,100 local units to join vigorously in efforts for the April 22 Environmental Teach-In."

Gonzales' plea for a national environmental teach-in was included in a packet of materials which suggested numerous activities that can be promoted on high school and college campuses. In addition to mass phone-ins to industrial polluters and the formation of pressure groups to force local and federal agencies to strengthen enforcement of pollution laws, the Student NEA members are encouraged to "prepare law suits and other litigation to legally restrain polluters."

Both NEA and the Student NEA have urged strong support for the recently established national teach-in committee cochaired by Rep. Paul McCloskey (R-Calif.) and Sen. Gaylord Nelson (D-Wisc.).

Student NEA offers dirty filmstrips dealing with environmental pollution

"Dirty filmstrips" — a five-part series with recorded narration—has been prepared by Student NEA to help schools and organizations present information about the environmental pollution problem. A major portion of the color filmstrips is narrated by ecologist Barry Commoner, who shows the interrelationship of pollutants resulting from agriculture, autos, sewage, and other causes.

The filmstrips present both sides on environmental topics and include responses by industrial representatives and others to charges of polluting.

The five-filmstrip, five-record series costs $25 and may be ordered from Student NEA at NEA Center. Student NEA will make every effort to fill orders placed by April 17 in time for use on Environmental Action Day, April 22.

Today's Education Forum tape recordings prepared for early release by Association

The first of a series of tape cassette recordings designed to help teachers do a better job will be released soon by NEA.

The cassettes for the series, which is called "Today's Education Forum," are being produced jointly by the Magnetic Video Corporation of Farmington, Michigan, and the editorial department of *Today's Education*: *NEA Journal*. Each recording will be based on articles in the magazine.

"It is the responsibility of NEA to communicate with the education profession in as many ways as possible," said John D. Sullivan, NEA assistant executive secretary and publisher of *Today's Education*. "The cassette—with its ease of operation, high utility value, variety of material suited to recording, and time-saving usefulness—is well suited for our purpose of communication."

The recordings will provide information about new laws relating to education, inner-city school problems, and other aspects of the rapidly changing education scene. A "talk back" section of each tape will focus on a particular article in a recent issue of the *Journal*, with the author answering questions about the article that readers have phoned or sent in.

Another section, called the "Forum," will offer a live dramatization of an "Unfinished Story," a regular feature of the *Journal* about real-life situations that occur with school-age children. These stories have long been a favorite of teachers, since omission of the endings encourages group participation, debate, and discussion. With the cassettes, teachers may hear the drama acted out professionally while they follow the script of the story in the magazine.

A different 60-minute cassette will be issued nine times a year. They will cost $3 each, or $22.50 for a year's subscription.

Eight teachers awarded Maehling fellowships

Eight classroom teachers have been selected to receive 1970 Hilda Maehling Fellowships from the Association of Classroom Teachers, NEA. Two of the eight have been awarded World Affairs Fellowships. All will receive cash grants to conduct projects related to improvement of professional techniques or advancement of professional association work.

Violet K. Sellers, a kindergarten teacher in the Hudson (California) School District, will produce taped instructional materials for use by Mexican-American children at the primary level.

Lithangia S. Robinson, a fifth-grade teacher in the DeKalb County (Georgia) schools, will develop a teacher's guide, supplementary to regular texts and bibliographies, on the history of black Americans.

Roy Landzbaum, a fifth-grade teacher in the Elk Grove (Illinois) School District, will initiate a pilot project in differentiated staffing.

James R. Abbott, a high school biology teacher of Waterville, Maine, plans to develop a biology unit utilizing tapes accompanied by film loops, slides, diagrams, and other aids that are student-operated. She will involve students in developing the materials.

Joe F. Middleton, a high school mathematics teacher in Albuquerque, New Mexico, will compile a handbook to assist teachers working for passage of educational legislation by state legislatures.

Elizabeth Smithgall, a recently retired first-grade teacher in the Bristol Township (Pennsylvania) School District, will prepare a bibliography of library books for beginning readers as an aid to teachers and librarians.

World Affairs Fellowships have been awarded to Margaret A. Kaiser of Richmond, Indiana, and Jane L. Lyman of McDonald, Ohio.

Mrs. Kaiser, a sixth-grade teacher, will plan a program to motivate potential dropouts to stay in school.

Mrs. Lyman, a senior high school teacher, will study school-community programs for the prevention of juvenile delinquency in the Canadian Province of Quebec and prepare a manual of programs adaptable to the various school systems in the United States.

Hilda Maehling Fellowship awards have been made annually since the fund was established in 1959 to honor Miss Maehling, the first executive secretary of ACT and a former assistant executive secretary of NEA.

Glasser to keynote teacher conference

William Glasser, M.D., president of the Institute for Reality Therapy and the Educator Training Center, will give the keynote address for the Classroom Teachers National Conference of the Association of Classroom Teachers, NEA, to be held July 7-18 at the University of California Extension at Irvine (UCI). Dr. Glasser will speak July 8 on "Creating a School Without Failure in Your Community." The session will also include presentations by Helen Bain, who will then be NEA president, and Daniel G. Aldrich, Jr., UCI chancellor.

Others scheduled to speak during the conference include:

- Richard L. Foster, superintendent of the Berkeley (California) Unified School District, on initiating educational change.
- Kenneth P. Bailey, director of UCI's Office of Teacher Education, on confrontation in the schools.
- Peter S. Dixon, chairman of UCI's Department of Population and Environmental Biology, on environmental change.

The theme of the conference is "Educational Change."

NEA sponsors tours

NEA is sponsoring tours to Alaska and Hawaii following the NEA annual Convention in San Francisco.

The Alaska tour will leave from Seattle July 9. Cost of the tour, including hotels, specified meals, sightseeing, transportation, and other items is $805 from Seattle. The tour group will return to Seattle July 26.

The Hawaii tour from July 7 to July 16 will originate and end in San Francisco, and will cost $349.

Further information is available from NEA's Educational Travel Division at NEA Center.

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

• California Teachers Association	Lawndale Elementary
• California Teachers Association	Ukiah Unified
• Illinois Education Association	Decatur Dist. No. 61
• Indiana State Teachers Association	Metropolitan School Dist. Southwest Parke County
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Field Local
• Ohio Education Association	Scioto Valley Local
• Ohio Education Association	Springfield Local
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Erie Public Schools

The Fontana (California) Teachers Association has asked the California Teachers Association board of directors to remove sanctions from the Fontana Unified District.

The Colorado Education Association delegate assembly on March 27 voted to terminate the sanctions on the Colorado Public Schools and to recognize the expiration of censure of the members of the state's 47th General Assembly and the governor when the terms of the governor and this General Assembly expire.

Topic: the concerns of paraprofessionals

Ossie Belton, president of the City of Minneapolis (Minnesota) Auxiliary Classroom Personnel Association (MACPA), discusses the concerns of auxiliary personnel at a recent meeting of the NEA Task Force on Paraprofessionals. Pictured (from left) are Robert L. Johnson of Lincoln, Nebraska; Willa Coe of Kountze, Texas; Belton; and paraprofessional Bobbie Nickens of Minneapolis. MACPA, organized January 22 as a semi-autonomous associate organization of the City of Minneapolis Education Association, already has increased its membership from 27 to over 100.

Committee plans guidelines for professional negotiation

Members of the NEA Professional Negotiation Committee held their second session at NEA Center last month. The committee was appointed at the direction of the 1969 NEA Representative Assembly. Speaking at right above is Thomas Patterson, professional negotiation assistant, Michigan Education Association. Other committee members (left to right) are Walter Galvin, Iowa classroom teacher; Allerton Barnes, executive director, Fairfax (Virginia) Education Association, who is committee chairman; and H. E. Tate, executive secretary, Georgia Teachers and Education Association. The fifth member of the committee, not shown, is Jessye Moore, Oklahoma classroom teacher.

Desegregation dispute

NEA fund backs fired teachers

NEA's DuShane Emergency Fund will provide full financial support for seven black high school teachers fired during a school desegregation dispute in Greenwood, Mississippi, it was announced April 1.

The seven teachers, all of whom volunteered to teach in formerly all-white schools, were fired March 24 after refusing to accept assignments in all-black elementary schools.

Lawyers for the teachers have filed contempt charges against Greenwood's Municipal Separate School District. The teachers are asking that they be reinstated and given the assignments for which they volunteered. The contempt motion has been filed as part of Greenwood's ongoing school desegregation suit.

In making the announcement of NEA support for the fired teachers, James H. Williams, director of the NEA's Southeast Regional Office in Atlanta, Georgia, said the national organization is keeping the commitment it made in February to help protect the rights of black Mississippi educators during the current desegregation crisis.

Williams announced further that in keeping with recommendations contained in the NEA's task force report on desegregation in Mississippi, an NEA headquarters office has been opened in Jackson at 128 President Street.

Gifts to NEA still deductible

The establishment of the National Foundation for the Improvement of Education in August 1969 will protect the tax status of contributions and gifts formerly allowable to NEA but which are no longer deductible because of a change in NEA's tax status.

The Foundation is a nonprofit organization designed to assist teachers in advancing and improving that quality of education in the nation's schools and colleges.

NEA has been advised by IRS that its request for tax status has been approved effective February 6, 1970. Under the new classification, NEA's activities and programs will receive greater protection as a 501 (c) (6) organization.

Because of this change, all contributions and gifts should now be directed to NEA's Foundation for the Improvement of Education, which is exempt from federal income tax under section 501 (c) (3).

names in the news

Ruth Trigg, president of the Association of Classroom Teachers in 1967-68, died March 19. She was a teacher of children with learning disorders in Barrington, Ill.

Rosena J. Willis, assistant director for Intergroup Relations for the NEA Center for Human Relations, died suddenly at her home in Washington, D.C., March 30.

Earl M. Utterback has been appointed a legislative consultant to the National Retired Teachers Association. Mr. Utterback is executive director of the Indiana Retired Teachers Association, an affiliate of the Indiana State Teachers Assn.

Larry Sorensen, a former NEA staff member, is now on the NEA Organizing Team based in Chicago.

Martha L. Ware has been named associate executive secretary of the Professional Rights and Responsibilities Commission. For the past two years, Miss Ware has been working on a project on Professional Autonomy sponsored jointly by the PR&R and the Teacher Education and Professional Standards Commissions.

Ashby cited for 42 years of service

"No man has done more to promote the highest principles of scholarship and integrity within the profession. The mark of his efforts will be forever stamped upon the National Education Association." Thus reads part of a citation presented to Lyle W. Ashby by the NEA Board of Directors recently. Ashby retired as deputy executive secretary last month after 42 years of NEA service. Above, Mildred Leaver, NEA director for Missouri, presents the citation.

NEA Special Services save members money

At a recent meeting of the NEA Special Services Committee, Henry J. Stoudt, committee chairman, announced:

"A study of the NEA special services programs shows that an NEA member, forty years old, with a spouse and two children, and living in a metropolitan area could save **$186.92,** if he availed himself of the services offered by the Special Services Division."

This savings was computed on the assumption that the member utilized each of the following programs:

- Accidental Death and Dismemberment Insurance
- Book Program
- Homeowners Insurance
- Tax-Deferred Annuity
- Life Insurance—Plan B
- In-Hospital Income Plan.

Here's how:

Accidental Death and Dismemberment Insurance—By enrolling in this program, the member would save **$17** per year. Until recently there was no plan comparable to NEA's AD&D Insurance, which offers three-tier coverage (travel-auto-home). A major consumer company and two insurance companies recently began offering similarly designed but lesser coverage at significantly higher rates.

Book Program—By purchasing four books from the Special Christmas Book Purchase (the savings is 25 percent off normal list price—this averages approximately $1.50 per volume), he would save **$6.** In addition, he would receive free Emily Kimbrough's *Floating Island,* which has a retail price of $5.95.

Homeowners Insurance—If a member insured his home for $25,000 with $50 deductible on all perils, it could cost him about $75 per year. Most insurance companies charge rates established by insurance bureaus or boards. NEA's program offers 15 to 20 percent savings from those rates. Thus, his savings is calculated at **$9.37.** If he lived in the suburbs, his savings might be even greater.

Tax-Deferred Annuity—If the member enrolled in the NEA Tax-Deferred Annuity Plan, investing the average amount ($1,457 per year) now being invested by participants, his savings on load charges alone would be **$58.28** per year. Annuity programs generally have an 8 percent load charge; NEA's program charges a 4 percent load. The savings of $58.28 on the Tax-Deferred Annuity Program is based on the average deposit of members and the savings in the load charge.

Life Insurance—By enrolling in Plan B of the Life Insurance Program, the member would save approximately **$52.** A survey of seven different insurance programs shows rates for coverage equivalent to Plan B range from a high of $122.10 per year to a low of $84.07 per year. The middle figure in the range is $112.07. NEA's Plan B costs $45.20 per year. The premium is due semi-annually and offers the following benefits for those under 50:

Age of Member At Time of Claim	Life Insurance	Accidental Death Benefit	Total Benefit For Accidental Death	Monthly Disability Income Benefit For 48 Months
Under 50	$12,000	$12,000	$24,000	$100

NEA Special Services Committee plans programs for members' benefits

Members of NEA's Special Services Committee discuss the Association's broad range of programs at a recent meeting. In the photo at left are (left to right) A. C. Dawson of North Carolina, Anita Browning of Texas, and Hester Bensinger of Ohio. At the meeting, Committee Chairman Henry J. Stoudt of Pennsylvania (in right photo) reported that a study of NEA Special Services programs shows that a member could easily save over $185 a year by availing himself of the NEA services. The committee also accepted recommendations for development of a new NEA Insurance Plan, called Plan C+.

In-Hospital Income Plan—If he chose the plan which covered his wife, two children, and himself at the $40 per day benefit rate, his savings would amount to **$44.27.** But the savings possibilities don't end there. NEA has made a special "experience rating agreement" with the underwriter which guarantees that all profits in excess of an agreed-on 2 percent will stay in the program to be used, once reserves have been established, either to improve benefits and/or to reduce costs.

Special Services Committee Chairman Stoudt, a Pennsylvania educator, summarized the benefits to members: "The economic benefits derived from these programs are substantial. In addition to the money-saving factor, the NEA Special Services Division places emphasis on sponsoring high quality programs consistent with the very best service.

Further values

"Perhaps if the member really checks it out," he continued, "he might find lower rates on some or even nearly all of the programs listed above. But when you consider the member's time and energy required, the service and watchfulness of the NEA, time and the integrity of the companies chosen to offer each program, the service, convenience, and quality advantages even outweigh monetary savings."

Stoudt concluded by reminding members that "savings and quality are also available through other NEA programs like educational travel and the Mutual Fund. These economic benefits are among the many advantages of membership in the National Education Association."

NEA Special Services are available to all NEA members who are also, if eligible, members of their state and local associations.

For detailed information on any or all of the programs, check the coupon at the bottom of this page.

For renters, too

Homeowners insurance offered

NEA, in cooperation with the Horace Mann Insurance Company, has developed a quality Homeowners Insurance Program. The policy offers home and personal property protection for home owners and renters and covers losses from:

- Fire and lightning
- Wind and hail
- Explosion and smoke
- Structural collapse
- Riot and vandalism
- Aircraft and non-owned vehicles
- Owned vehicle
- Rain and snow damage
- Glass breakage
- Faulty heating, plumbing, and electrical systems.

It also offers theft protection, liability protection, and optional coverages.

This plan, specifically designed for educators and available to NEA members who are also, if eligible, members of their state and local education associations, offers a complete low-cost protection package to suit individual needs.

For further information about Homeowners Insurance, check the appropriate box in the coupon below.

(Note: Available to members only in states where the program is co-sponsored by state education associations.)

Dollar value up on dependents life insurance

The dollar value of NEA's Dependents Life Insurance (Plan B and C) has been increased **without any additional cost** to those enrolled in Plan II. Members who were presently insured under this plan received the increase automatically; the increase in some instances amounted to as much as 50 percent for a spouse.

Those enrolled in any one of the three plans—but without Dependents Life Insurance—may add this coverage to their insurance portfolio when they are next billed.

In improving dependents insurance, NEA has instituted a reorganization of the benefit. Dependents Plan I now relates to Life Plan A; Plan II now relates to Life Plan B; a new large plan offers Dependent coverage relating to Life Plan C.

The dependents increase is the tenth benefit liberalization in the life insurance program since its inception eight years ago.

If you are not among the thousands already insured under NEA's Life Insurance Program and you are interested in enrolling in this outstanding program, check the box on the coupon entitled, Plans A, B, C Life Insurance.

Discount books still available

Have you priced a book lately? Prices are going up, aren't they? The Special Services Division found out how expensive books are getting when it checked the recent retail book prices. The 25 percent off of list prices and the quality offerings of continuing interest books explain the popularity of the NEA Discount Book Purchase Program.

This year's selection of 99 books is still available for summer (or whenever) reading. To receive a copy of the listing, check Book Program in the coupon at right.

4,899 enroll for tax-deferred annuity

As of April 1, a total of 4,899 NEA members had enrolled in the Tax-Deferred Annuity Program with an average deposit of $1,457 per year and a total annual investment of over $7 million. NEA's Tax-Deferred Annuity, especially designed for NEA members, carries a 4 percent load charge, and offers investment opportunities in the NEA Mutual Fund as well as in a guaranteed (fixed) account for qualifying members.

For a free prospectus and further information, check the appropriate box on the coupon below.

To: NEA Special Services Division
1156 15th Street, N.W.
Washington, DC 20005

Please send me information on the following:

Plan C+ Life Insurance ☐ Book Program ☐
Plans A, B, C Life Insurance ☐ Tax-Deferred Annuity ☐
Homeowners Insurance ☐ In-Hospital Income Plan ☐
Accidental Death & Dismemberment Insurance ☐

Name .....

Address .....

City ..... State ..... Zip .....

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cut here and mail

Statements by Member to be Insured—National Education Association—Accidental Death and Dismemberment Insurance

Name ..... (Last) (First) (Middle)

Residence ..... (No.) (Street)

..... (City) (State) (Zip)

Beneficiary and Residence
(example: Mary A. Doe NOT Mrs. John H. Doe)

..... (First Name) (Middle Initial) (Last Name) (Relation)

..... (No.) (Street)

..... (City) (State) (Zip)

NEA Membership ☐ Yes ☐ No ☐ Life Member

State Association Membership
☐ Yes—Name of State Ass'n .....
☐ Not eligible for membership

Local Association Membership
☐ Yes—Name of Local Ass'n .....
☐ Not eligible for membership

Indicate Coverage Desired:
☐ Member Only ☐ Member and each child
☐ Member and spouse ☐ Member, spouse and each child
☐ Plan I $19.00

I declare above statements and answers are complete and true and understand that they are providing group accident coverage under a policy (or policies) insured by The Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Ed 4/70 Date Signed ....., 19.....

Signature of Member .....

Soc. Sec. No. .....

Date of Birth .....

Make Check payable to NEA, AD&D
Mail to: NEA Accidental Death Program
P.O. Box 434, Fort Washington, PA 19034

.....

For Insurance Office Use Only Ident. No. T Eff Date

cut here and mail to address above

NEA insurance is summer travel protection that goes on protecting throughout the year

With summer vacation just ahead, members who are not already enrolled in NEA's outstanding Accidental Death & Dismemberment Program would do well to consider adding this protection to their insurance portfolios, NEA Special Services spokesmen said this month.

Statistics from the National Safety Council show the following increase in accidental deaths during the summer months:

1969 (estimates)

January	9,020	July	11,030
February	8,290	August	11,220
March	8,590	September	9,300
April	8,840	October	9,900
May	9,730	November	9,410
June	10,300	December	10,370

NEA Special Services spokesmen said that highlights of this NEA insurance program are:

- You are covered no matter where you are, at home, travelling, working, or whatever you're doing wherever you're doing it on a 24-hour basis.
- The program obviates the need for purchasing special supplemental insurance when taking trips.
- Benefits are payable regardless of any other insurance coverage you may have.
- You can have this lifetime, all-family coverage for only **$19** per year.

Complete the convenient application above and mail today. Protection starts with the date of postmark on the envelope.

Benefits of the Accidental Death & Dismemberment Program

	While a Passenger on a Public Conveyance	In an Auto or as a Pedestrian	In Any Other Accident
Member only	$100,000	$30,000	$12,500
Member and Spouse	80,000 12,500	25,000 10,000	10,000 3,750
Member and Each Child*	60,000 5,000	25,000 5,000	10,000 2,500
Member, Spouse and Each Child*	50,000 10,000 5,000	20,000 10,000 5,000	7,500 3,750 2,500

The low yearly contribution covers you for the full amount of insurance for loss of life, both hands, both feet, sight of both eyes, one hand and one foot, one hand and sight of one eye, or one foot and sight of one eye. Half benefits are payable for the loss of one foot, one hand or sight of one eye.

*Unmarried children less than 21, except to 25 if dependent upon member for support.

Services available to NEA members include travel, auto lease, group insurance, and more

These additional services are now available to members:

NEA Educational Travel: offers group tours (foreign and domestic) to members during summer, Christmas and Easter vacation times, and a full schedule of charter flights to Europe and back.

NEA-State Association Auto Leasing: offers a fast, convenient, economical way to drive a brand new car—via a new, reduced rate, three-year auto leasing plan.

NEA-Negotiated Group Insurance Programs: offers a variety of insurance coverages, for negotiation as fringe benefits. Program development and negotiating assistance is available upon request.

NEA Mutual Fund: offers the opportunity both to invest in a mutual fund with the objective of growth at a sales commission of 2 percent and to set your own investment schedule at as little as $25 to start and per investment.

For further information on these programs or a prospectus on the Mutual Fund, write separately to each of the above at: 1156 Fifteenth St., N.W., Washington, DC 20005.

Employment service through **NEA* SEARCH**—a computerized teaching position and employment candidate matching service that matches elementary and secondary school personnel with jobs in the United States and abroad at nominal fees.

For further information, write NEA* SEARCH, 1201 Sixteenth St., N.W., Washington, DC 20036.

New Plan C+

NEA Life Insurance gives extended benefits

A new NEA insurance plan—Plan C+—approved by the NEA Board of Directors in February, offers a new, modern, better plan of protection available on May 1, 1970.

Plan C+ combines the present Plan C benefits with a **new** extended **monthly** income for survivors. The **plus** provides for an income of $100 per month for 10 years upon death prior to age 65, 5 years upon death prior to age 70. At age 70 the premium payments stop and the earned coverage is paid up.

Arnold W. Wolpert, director of NEA's Special Services Division, said, "This new Plan C+ is designed to fit rising economic conditions and meet today's higher insurance needs. We believe it does so exceptionally well by offering a combination of term and paid-up insurance, of lump-sum benefits upon death, and continuing income payments for up to 10 years. These improved Survivor Income Benefits are priced at a most attractive level—virtually at actuarial cost. This makes the C+ combination an even better 'buy' in life insurance protection than the widely acclaimed Plan C alone."

A new feature is pricing this 10-year, monthly-income benefit at each year's cost, Dr. Wolpert added. The premium increases slightly each year as the cost increases—thus providing, year by year, maximum protection per premium dollar.

For detailed information about this program, check the appropriate box on the coupon at the bottom of page 11.

The table shows the coverage available in Plan C **and** what the Plan C+ would add to that coverage:

Age at Time of Death	Benefits: Plan C*	The Plus Survivor Income Benefits**	Total Life Benefits with Plan C+
Less than 35	$21,500	$12,000	$33,500
35-39	21,000	12,000	33,000
40-44	18,000	12,000	30,000
45-49	15,000	12,000	27,000
50-54	12,000	12,000	24,000
55-59	9,000	12,000	21,000
60-64	7,200	12,000	19,200
65-69	5,400	6,000	11,400
70 & over	up to $1,500	up to $1,000	up to $2,500

*In the event of accidental death Plan C amounts are doubled.
**Received in payments of $100 per month.

In-hospital income plan even better

Effective April 1, 1970, all national - state - local members, where eligible, who enroll in NEA's new In-Hospital Income Plan will be insured from the date their application is received by the insurance company. This improvement (it was first announced that members would be insured on the first of the month following receipt of application) is another outstanding feature of the new Plan.

The NEA In-Hospital Income Plan, described in detail in the March 1970 issue of the NEA REPORTER (page 12), is underwritten by the Insurance Company of North America and the Horace Mann Life Insurance Company.

Arnold W. Wolpert, NEA Special Services director, said that "the decision to offer the In-Hospital Income Plan resulted from the continuing, serious rise in charges for hospital care—charges rising to as much as $100 per day in some areas. The NEA Special Services Committee staff spent considerable time and effort examining the problem and possible solutions. After careful study it was decided that a plan specifically designed to serve as a supplement to existing health insurance programs would provide the best combination of service and saving."

Among facts and trends supporting the decision to offer this new program were the following:

- Cost of daily hospital service has skyrocketed by more than 160 percent since 1957—and shows every sign of continuing to rise.
- In 1969 Americans paid $63 billion for health care—almost one-third of it for hospitalization.
- The Bureau of Labor Statistics reports that the cost of health care has risen more sharply than any commodity or service in the country.

These statistics are not intended to alarm, Wolpert said, but to assist members in keeping abreast of changes and in understanding the need to review coverages and protections which often do not fully meet those growing needs.

For additional information on this program, check the coupon at the bottom of page 11.

nea reporter

Published by the National Education Association

Vol. 9, No. 5 | May 22, 1970 | 7 | Washington, D.C.

Los Angeles teachers ended their strike

May 14 and acted dramatically to give their pay raise to the schoolchildren of the city. By a vote of 4,964 to 3,714, the striking teachers chose to give up a five percent pay hike offered by the school board, urging instead that the money —some $13 million—be used for such urgent instructional needs as smaller continued on page 3

The NEA Executive Committee expelled

the Louisiana Teachers Association from NEA on April 30 for its refusal to to merge with the predominantly black Louisiana Education Association. The NEA Board of Directors ratified the expulsion a few days later.

The Executive Committee had expelled the predominantly white Mississippi continued on page 5

NEA membership reached 1,087,853

on May 12, surpassing the 1968 record high of 1,081,660, Sam M. Lambert, NEA executive secretary, announced.

The membership gain so far this year is 73,569 over the 1969 figure and is the largest in the 113-year history of the NEA. Lambert attributed the member- continued on page 9

The House Ways and Means Committee

has approved a wide-ranging package of Social Security amendments including a provision allowing states and other organizations to purchase Medicare protection on a group basis for their retired employees age 65 or over. This provision has been a priority legislative goal of NEA because more than continued on page 10

NEA has entered the controversial Char-

lotte, North Carolina, school desegregation case in support of a federal court decision calling for the use of satellite zoning, pairing of black schools with white schools, and cross-town busing to integrate the Charlotte-Mecklenburg County School System. Attorneys for NEA filed a "friend of the continued on page 4

The Legislative Conference of the City

University of New York, one of the largest and most comprehensive higher education complexes made up of two- and four-year colleges and graduate schools, has voted to affiliate with NEA and the New York State Teachers Association (NYSTA). Ballots were mailed in March to the more than 2,800 continued on page 5

Young people have a right to be heard,

two NEA groups told the Nixon Administration this month. The Student NEA and the Association for Supervision and Curriculum Development, a national affiliate of NEA, decried the deaths of four Kent State University students and called for more student participation in American government continued on page 4

opinion interpretation

This page of the REPORTER *is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the* REPORTER *are not necessarily NEA policy, which is set only by Association resolution.*

George Fischer talks about his term as NEA president

At the San Francisco Convention, George D. Fischer will hand the reins of the NEA presidency to Helen Bain. For this last issue of the REPORTER *prior to the Convention, Mr. Fischer answered a series of questions about his presidency.*

Question—When Mr. Nixon issued his education message some months ago, you said, "Once again President Nixon has shown his intention to fight education problems with words, not dollars." You have made other comments critical of the Administration during your term. Do you feel better or worse about the Nixon Administration now?

Answer by Mr. Fischer—I feel worse. I haven't seen any progress, any concrete evidence that the Nixon Administration is seriously interested in education or in increasing the federal contribution to education. He has made a lot of statements that are destroying the public's confidence in their school systems. I haven't heard one constructive statement about what the Administration has done or what it plans to do.

Mr. Nixon has talked about how we aren't teaching reading and about how we should develop a new reading program. Yet I haven't seen any money come from the government for this proposal.

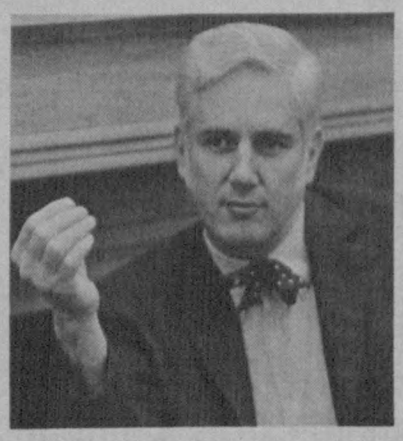
Of course, I haven't even mentioned his catastrophic failure to move us along the road to more human understanding and the solution of the racial problems of the United States. In fact, he has even tried to move us backwards in integrating our schools.

To sum it up, I think that the major role of the President of the United States is to unify and inspire the people in the country, and I think that Mr. Nixon has not only failed to unify us or inspire us, but he is succeeding in dividing us against ourselves and bringing out the worst qualities in people. I am deeply disturbed about this.

Question—Another issue on which you, as NEA spokesman, have commented is the nomination of justices to the U.S. Supreme Court. Some members have objected to NEA's taking a stand on such matters. Would you comment on this objection?

Answer—Well, I would be greatly surprised if we didn't have a minority of people in the NEA that didn't agree with me, and that didn't agree with the Executive Committee or the Board of Directors. However, I've been surprised that we haven't had a greater reaction. The minority has been smaller than I expected.

We, in the NEA, decided that Judge Haynsworth, because of his decisions in the area of desegregation and civil rights, was unfit to be on the Supreme Court. We also felt that we must take a position on the nomination of Supreme Court justices because, since 1954, a majority of the Court's decisions have affected education. We—the NEA and educators alike—are deeply involved in the decisions on education because they affect us all.



"I have always felt that NEA should be obligated to speak out on the great social issues."

Therefore, as an organization, we felt that we must make it known to the Senate and to the President that we either agreed or disagreed with his nominations. Well, we didn't agree with the naming of Justice Haynsworth. Ultimately, our position was upheld.

Then Mr. Carswell came along, and it appeared, after an investigation of Mr. Carswell's record, that he was inferior even to Judge Haynsworth. So we took the position that we must oppose Judge Carswell. I personally felt that the Senate would reluctantly confirm him. However, my confidence in the American system of government was rewarded and sustained when the Senate decided it couldn't agree with the President either.

Now we hope that the President has selected a man that we can support. Our investigation hasn't been completed, so I can't speak to Judge Blackmun's qualifications.

Question — NEA has also spoken out during your term on such issues as environmental pollution. Is NEA going to continue to speak out on social issues?

Answer—I have always felt that NEA should be obligated to speak out on the great social issues, because we are one of the largest groups in this country. The more than three million teachers in America are certainly affected by the social issues and can affect the issues in turn. If there is a reason for organization, for their belonging to NEA, it isn't only to aid teachers in their work in the classroom but to provide them a vehicle through which they can help change America into the type of country that they are working for daily in the classroom.

Question—During your term of office, NEA has continued and expanded its support of teacher strikes. Why must the Association back such actions?

Answer—Many people have asked me why a teacher would strike, or if it was ethical or professional.

I've found that to the average person outside of teaching, a "professional" person is a person who agrees with them; a "nonprofessional" person is a person they don't agree with. I can remember when it was considered unprofessional to smoke, or for women to wear a flapper dress in the '20's, or to leave the school district in which they taught and go to another town over the weekend.

Today, when a school system is deteriorating because of lack of funds or poor administration or poor community support, or a combination of these, and the people most closely involved with the schools are the teachers, and if the teachers allow this deterioration to continue and allow the kids to be shortchanged, then they are unprofessional. In other words, it is sometimes more professional to strike than it is to continue in a deplorable, deteriorating situation.

On top of that, every other person in this country, with the exception of a few public employees, has the right to strike. I think that teachers should be given the same rights that other citizens of America now enjoy.

Question—Through the DuShane Emergency Fund, NEA has been involved in literally hundreds of teachers' rights cases during your term. Why this great increase in the number of cases?

Answer—I think the reason we're having more cases brought to the DuShane Fund is that the word is getting around that there is a DuShane Fund that has a million dollars a year to defend teachers' rights. To help spread this word even further, we are going to publish a book pointing out the landmark cases we've won so that we don't have school boards around the country continually trying to do arbitrary things to teachers, to abridge their rights. The president of every local association will have access to one of these books; he'll be able to walk up to the president of the school board and say, "Look, don't try this again, we've already won this one in court and we'll win it again."

Preventive medicine is the best, and until there are no more capricious and arbitrary actions taken against teachers, we'll need this DuShane defense fund.

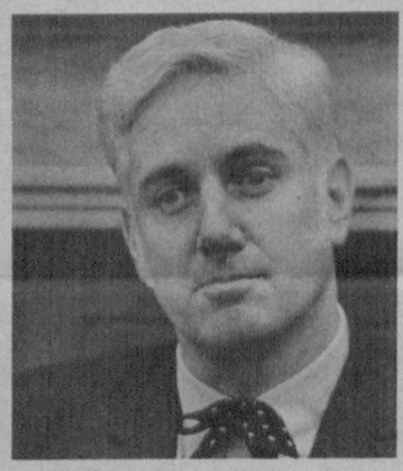
Question—Why has NEA become more involved in higher education during your term?

Answer—We're more involved in higher education now for two reasons. One — we want to change the training of teachers because we feel that we have to increase standards and that is one of the great needs if we're going to change education. We want to raise the standards and keep attracting people into the profession with higher qualifications.

Two—we have literally hundreds of thousands of college people in this country who have no organization that takes care of them. The organizations they have belonged to in the past have failed. College teachers are having their rights abridged; they're not able to negotiate for benefits; they're not able to help change the curriculum in the way they feel it needs to be changed.

The NEA is now providing the organization college teachers need to work for them.

Question—You are the longest term NEA president in recent years. Would you comment on the length of the NEA president's term?



"I think the term of the NEA president is too short."

Answer—Being president almost eighteen months has been a real advantage to me because the extra five or six months gave me an opportunity to get my program geared up. With this extra time, I've been able to get most of the 12 points enacted that I spoke about at the Philadelphia Convention.

I think that the term of the NEA president is too short. I think it's unrealistic to charge your elected leaders with great responsibility and then turn them over every year and break the continuity of the policy-making leadership. By lengthening the president's term, you give him time to get some of the things done and yet maintain a guarantee that he must come back and stand before a Representative Assembly or the members with his program. This gives members accountability in their leaders.

I think, too, that the structure should be changed so that the candidates for NEA president and vice-president run together on a ticket, so they're married in their philosophy. I would eliminate the president-elect system

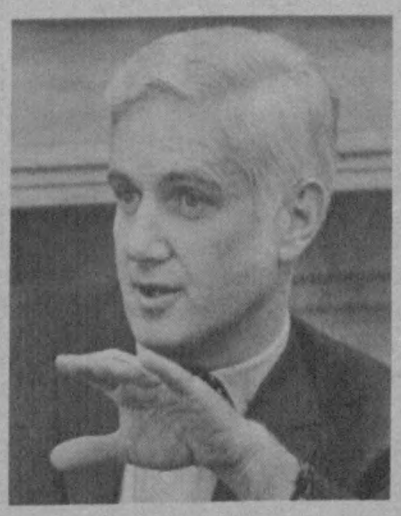
(Continued on next page)

(*Continued from preceding page*) and the post of past president.

Question—Are these changes that delegates will act on in San Francisco or will a Constitutional Convention be required?

Answer—It very well could be that some of these changes will be introduced in San Francisco as changes to the bylaws. The delegates would have an opportunity to think about them and debate them.

As to a Constitutional Convention, that will be decided by the delegates in San Francisco.



"Power for the sake of the children of America is not immoral; it's an absolute necessity."

The Constitutional Convention Committee has completed its work and has issued a report that tells *how* such a convention could be held [that report begins on page 8 of this issue of the REPORTER]. It will be up to the delegates to decide *if* it ought to be held.

In other words, the delegates in San Francisco will have to decide, one, if our structure needs to be changed; two, and if it needs to be changed dramatically, whether the Constitutional Convention is the vehicle by which they want to change it.

Question—What, in your opinion, would an ideal united teaching profession be like ten years from now?

Answer—I would like to see all three million, two hundred thousand people who are involved in education in the United States belonging to the organized profession. I hope it would be the most influential group in America. I believe that power for power's sake is immoral. However, I believe power for the sake of the children of America via their education and a better life is not immoral; it's an absolute necessity. And the only people that are going to get it done are teachers through this kind of organization.

I believe that we should have a cabinet member representing education in the federal government. I think the united profession should be instrumental in the selection of this person. I think that there should not be an issue of educational or national importance that crosses the President's desk without his calling the united teaching profession.

I believe, too, that this organization of educators should be able to control the qualifications for entrance into the profession and for the privilege of remaining in the profession. I believe this organization should be able to initiate national standards so that a teacher can move from one region or city or state to another without having to take a bunch of foolish tests or college courses in state history.

I think that we should be able to gain a very good retirement policy for every teacher and that it shouldn't be hitched to the district in which he teaches, but should follow him wherever he goes, so he needn't sacrifice his retirement benefits when he changes jobs.

I think that within the decade the united teaching profession should be able to guarantee teachers' status and respect in their communities on a par with the other learned professions.

And the end result—the greatest factor that accrues out of all this activity—is that every child in America will have an opportunity for the beautiful, delightful experience of going to school and having his curiosity and his attitude toward learning excited to the point where he can get freely and easily all the education he wants and can take. And as a result of this, of course, we're going to build this country into the paradise it was originally designed for.

nea reporter

Published monthly from September through May (except December) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036. Telephone Area Code 202, 223-9400

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EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

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State and section leaders support LA strike

Los Angeles teachers received solid support during their strike from their state association and their sectional association. Marching (above) with signs are (left to right) California Teachers Association Executive Secretary Jack Rees, CTA President Margaret Lemmer, and CTA-Southern Section Executive Secretary Richard Batchelder.

Los Angeles strike . . .

(*Continued from page 1*)

classes and remedial reading aid.

Robert Ransom, president of the United Teachers-Los Angeles, said that teachers' action clearly showed that their primary concern was not their pocketbooks.

The strike was in its fifth week when it ended. The vote to return to the classroom was 6,702 to 2,070. UTLA, NEA's largest local affiliate, called the strike April 13. More than 15,000 of the district's 24,000 classroom teachers went on strike. Five weeks later, nearly 12,000 teachers were still out.

Community and news media sentiment was conclusively on the side of the teachers. For example, the influential Los Angeles *Times* published five pro-teacher editorials during the strike's first three weeks.

Civic, religious, academic, social, and other organizations rallied behind the teachers' demands for an end to educational deterioration in the 650,000-pupil district.

UTLA, formed in February by a merger of the 19,200-member NEA unit and the 2,500-member AFT local, was also supported by state and national staff from both organizations.

Some 73 NEA and state association staffers worked with the Los Angeles teachers, under the direction of "flying squad" director Kenneth Melley.

"Moral crusade"

"The effectiveness of our strike is owing to the fact that neither teachers nor the public saw it as a power-grab by UTLA or as merely a salary fight," Ransom noted. "In a sense, we are engaged more in a moral crusade than a strike.

"We are resolved that the children of this city have suffered substandard schools too long," he said. "Five successive years of budget cuts are enough. This year must be a turning-point back toward quality education."

Chief demands of Los Angeles teachers include a reduction in class size. The city's classrooms are now among the most crowded in the nation, averaging more than 36 children grades 4-12.

Chronic shortages of textbooks and other materials and equipment were to be intensified in 1970-71 by the school board's announcement of a further 20 percent reduction in purchases.

The board's preliminary 1970-71 budget called for firing 330 of the district's 496 school nurses and other health personnel, and hundreds of librarians, counselors, custodians, and other nonteaching personnel; for eliminating interscholastic athletics; and for reducing the secondary school day from six periods to five.

"Teachers decided they would not permit accelerated starvation of our already cruelly undernourished educational fare," Ransom explained.

"We insist on a written contract that establishes minimum educational standards that cannot be violated by any arbitrary decision of the board or administration."

Included in UTLA's comprehensive contract proposal were class size maximums, an improved reading program, a grievance procedure with binding arbitration, major reform of education in the inner city, and material improvement of teacher welfare provisions.

On May 4, as the strike entered its fourth week, a superior court judge issued a preliminary injunction against UTLA, at the same time refusing to grant contempt citations against teacher-leaders for violating a temporary restraining order issued the first day of the strike.

UTLA leaders argued that court orders against public employee strikes violate First Amendment guarantees of free expression and Fourteenth Amendment protection against citizens being forced to work against their will.

"Employee-employer disputes are settled at the bargaining table, not in the courts," Ransom insisted.

Meanwhile, negotiations between UTLA and the board, which the board had broken off on the strike's first day, had resumed in the third week under the supervision of mediator Benjamin Aaron, a UCLA professor.

After seven days, Aaron concluded that the board team was incapable of bargaining competently; he asked both sides to submit their "minimum demands" to him.

On May 7, the mediator submitted a compromise package to both UTLA and the board in a last-ditch effort to settle the strike.

The UTLA Administrative Board, composed of 7 former association members and 7 former local AFT members, approved Aaron's plan unanimously. The UTLA membership approved the package by acclamation on May 10. The package includes a limitation of class size to 32 students, free breakfast and lunch for needy children, increased special education programs, plus salary and fringe-benefits gains for teachers.

On May 12, however, the school board rejected the mediator's package. A 14-hour negotiation session followed, and on May 13 LA teachers held area meetings to debate acceptance or rejection of the board's offer.

Guidelines set

Board okays UNISERV

The NEA Board of Directors this month approved policy guidelines for UNISERV, a program of expanded association services that will provide increased numbers of professional staff for unified members at the local level. UNISERV, designed to provide at least one professional staff worker for every 1,200 members of the profession, was also approved by the NEA Executive Committee.

UNISERV will provide services to unified local education associations within unified states. Local associations receiving the added services will meet a series of operating requirements and will participate in the development of guidelines for supervision, placement, and transfer of staff. State association and NEA personnel will be involved in the planning of UNISERV efforts in each case. UNISERV "readiness" programs for unified locals in nonunified states are also allowed under the new guidelines.

The staff that will provide the expanded services will be trained extensively through a program of career development coordinated by NEA. NEA will also provide up to $7,500 a year to each participating local unit as a foundation to help finance staff employment.

Applications for UNISERV are due from state and local associations by July 15, 1970. The NEA Board of Directors voted to require an annual review of UNISERV starting in October 1971.

The NEA Board also approved a report of the NEA Special Committee for the Implementation of Unified Membership. The committee recommended, and the Board approved, the principle that "there should be a differentiation of NEA affiliate services based upon unification for local and state associations."

The report adds that "individualized services provided by the National Education Association to NEA members must be provided on an equitable basis, regardless of the status of unification in the particular state or local affiliate."

The report also:

- Extends NEA guarantees to maintain state associations' income from membership dues at the level of the year preceding unification
- Provides guarantees, in states that have a percentage dues determination policy in effect at least one year preceding unification, that NEA will maintain the state association's income from dues at the level of the year preceding with up to a maximum of 10 percent increase for a period of one year
- Allows the use of a common state association-NEA name for unified states
- Recommends that NEA provide specialized services to unified state associations in areas such as research studies, joint publications, human relations workshops, instructional program, legal services, and political action programs.

Association goals

The Board of Directors also approved the presentation to the 1970 Representative Assembly of the following NEA goals:

- An independent, united teaching profession
- Professional excellence
- Economic security for all educators
- Adequate financing for public education
- Human and civil rights for all educators and children
- Leadership in solving social problems.

The Board approved these goals and directed the preparation of proposed changes in the bylaws to carry out their intent.

The Board of Directors received the report of the Committee on a Constitutional Convention. The Board commended the committee for its work, as did the Executive Committee earlier.

The report, which offers recommendations on how an NEA Constitutional Convention could be held, appears in full on pages 8 and 9 of this issue of the REPORTER.

Other actions

The Board of Directors, in a May 1 ceremony, paid tribute to Jose Joaquin Rivera, naming him an honorary member of the Board "in grateful recognition of 25 years of dedicated service" to the Puerto Rico Teachers Association and to NEA.

Rivera, who until last year was NEA director for Puerto Rico, was also cited by the Senate of Puerto Rico, which congratulated him on his honorary membership on the Board.

The Board of Directors voted to discontinue the NEA National Commission on Safety Education as of June 1, 1970.

Charlotte case . . .

(continued from page 1)

court" brief with the Fourth U.S. Circuit Court of Appeals and participated in oral arguments in Richmond, Virginia, on April 9.

NEA is supporting U.S. District Judge James B. McMillan's February 5 decision, which is on appeal by school district officials.

NEA attorneys argued that in keeping with the Association's continuing resolutions, the Association has "an interest in preserving the power of the courts to select among a full range of techniques in setting guidelines for framing remedies for segregation."

The NEA brief points out that traditionally more than 40 percent of all pupils have been bused to public schools and that "compulsory" busing for students living within a certain distance from their school assignments has been common practice for educational and other reasons, including the maintenance of segregated schools in Charlotte-Mecklenburg and elsewhere.

The brief also asserts that busing is actively supported by the state of North Carolina where busing is already more extensive than the national average. North Carolina transported 54.9 percent of the average daily attendance in the public schools by bus during the 1968-69 school year, according to the NEA brief. The brief notes that notwithstanding the increase in transportation costs necessitated by the court's order, Charlotte-Mecklenburg's transportation expenditure will still be well below the national average.

The NEA brief indicates that the remedy fashioned by the court is not much different from the remedies earlier employed by school authorities in the nationwide effort to eliminate the educational deprivations of rural America.

Justice Department lawyers argued on the other side of the case, suggesting, among other things, that perhaps Judge McMillan had "invoked a remedy so extreme as to constitute an abuse of discretion."

To many observers, the Charlotte case represents the first major test of President Nixon's recently enunciated school desegregation policy. The President declared in March that he opposes busing to achieve racial balance and favors instead the neighborhood school concept. In all probability, the final resolution will come from the U.S. Supreme Court.

The U.S. Circuit Court of Appeals had not announced its decision when this issue of the REPORTER went to press.

Young people...

(continued from page 1)

and society.

The Student NEA endorsed the National Student Association call for a nationwide strike, urging that "all schools in this nation close down indefinitely in order that we can all take a look at what is happening to our country."

Student NEA officers, including President Charles Gonzales, met with Attorney General John N. Mitchell on May 8 and asked him to resign because of his role in the decision to send U.S. troops into Cambodia. Mitchell told them that President Nixon had not asked his advice on the matter.

The Student NEA Executive Committee, meanwhile, telegraphed the President to express alarm over "student slaughter on the campuses."

The Association for Supervision and Curriculum Development, acting through its executive council, called upon "President Nixon, members of his Administration, and members of the U.S. Congress, by words and deeds, to demonstrate the belief that students are also people of this government and society, that they have a right to speak on matters about which they are concerned, and, even more importantly, really to be heard by older people—particularly by the elected officials of communities, states, and the nation."

CLASSROOM TEACHERS NATIONAL CONFERENCE

☐ Enclosed is $35 registration fee * for the Classroom Teachers National Conference, University of California Extension, Irvine (Calif.), July 7-18, 1970.

☐ Please send additional information.

Name Miss / Mrs. / Mr. .....

Street .....

City ..... State ..... Zip Code .....

* Make check payable to "Classroom Teachers National Conference" and send with this form to the Association of Classroom Teachers, NEA, 1201 Sixteenth Street, N.W., Washington, DC 20036.

cut here and mail

July 7-18

Teachers program will probe change

A two-phase program has been designed for the Classroom Teachers National Conference, July 7-18, at the University of California Extension, Irvine (UCI). The first three days of the 11-day conference will prepare the conferees to work in self-directed activities.

During the second phase of the conference, presentations will focus on six aspects of the conference theme, "Educational Change"—initiating change, confrontation in the schools, educating the disadvantaged, new teaching strategies, environmental change, and schools for the 70's. Speakers include Richard L. Foster, superintendent of the Berkeley (California) Unified School District; Kenneth P. Bailey, director of the Office of Teacher Education of UCI; Peter S. Dixon, chairman of UCI's Department of Population and Environmental Biology; and Ole Sand, director of the NEA Center for the Study of Instruction.

In the second part of the program, conferees will work in self-directed task forces and interest groups.

"This year's program is entirely different from and more sophisticated than those of the past," said Donald F. Wilson, president-elect of the Association of Classroom Teachers, NEA. "The conference has been planned for maximum decision making by conferees. Each task force and interest group will choose its area of study, set its objectives, and determine its working procedures.

"The conference program will draw upon the resources and innovative experiences of local associations and school systems in the Irvine area," he said.

The total cost of the conference, $135, covers program, housing, and meals. A $35 preregistration fee must be paid in advance to ACT. Three quarter units (equal to two semester hours) of credit may be obtained for attendance and payment of an additional fee of $45.

Registration will be limited to 350. The coupon above may be used to register for the conference or to obtain additional information.

Scholarships available

International study program scheduled

The executive secretary of the NEA National Commission on Teacher Education and Professional Standards this month recommended an international studies program to teachers with an interest in that area.

"One of the real challenges for teachers of the future is in international and inter-cultural education," said Roy A. Edelfelt. Teachers interested in in-service education of this kind, he said, may wish to investigate the lecture-field study programs being offered this summer by the American Forum for International Study.

Programs this summer include African Studies in Ghana, Paris-Abidjan, and Albany, New York; Puerto Rican and Caribbean Studies at the University of Puerto Rico; Afro-Caribbean Studies in Jamaica; African and Israeli Studies in Jerusalem; and American Indian Studies in New Mexico and Arizona. Time for each is approximately 30 days; some are scheduled for July and others for August.

According to Arthur Stupay, associate director of the Forum, 50 scholarships of $100 to $150 each are available to teachers. In addition, free transportation to Puerto Rico and Jamaica from New York or Miami will be provided for those accepted, as well as a reduced rate to Paris-Abidjan and Israel.

Interested teachers may write directly to the American Forum for International Study, 1725 K St., N.W., Washington, D.C. 20006.

Unification moves forward in Vermont

The Windham (Vermont) Northeast Education Association this year has 100 percent membership with 102 staff members belonging to the local, state, and national association. On April 13, the association voted unanimously on unification for the 1970-71 school year. This is the state's first local association to reach 100 percent at all three levels, and is the first association in Vermont to vote for unification at the local level. Displaying the 100 percent unified sign (above) is Margaret Hayes (seated center), president of the Windham Northeast Education Association. With her (left to right) are Dorothy Wilson (seated), teacher; John Barry, NEA director for Vermont and a member of WNEA; Joseph Letorney, special consultant, NEA Regional Office; and Harry Noyes (seated), superintendent of schools. The Vermont Education Association Board has voted unanimously for unification at the state level with the recommendation that it be presented to the VEA Delegate Assembly for a vote at its annual meeting in April 1971.

Louisiana expulsion . . .

(continued from page 1)

Education Association on April 13. The Mississippi expulsion followed a vote by MEA members rejecting a plan to merge with the predominantly black Mississippi Teachers Association.

At a special session May 9, MEA members reiterated their refusal to merge.

The Louisiana expulsion also followed rejection of a merger plan. At its annual convention last November, the predominantly white LTA rejected a plan for merger approved by the NEA Executive Committee after the two groups had failed to reach agreement on their own with the assistance of professional mediators provided by NEA. Delegates to the LEA convention subsequently approved the plan.

In telegrams sent May 1 notifying LTA officials of their association's expulsion, NEA President George D. Fischer said that LTA could be readmitted to the national body if the state group successfully negotiates a merger with LEA.

Fischer's telegram said that, in the future, group services at the national level will be available only to locals affiliated with recognized NEA state associations. At the moment, LEA is the only statewide association in Louisiana in good standing with NEA.

The NEA president commented that leaders of the national organization "stand ready to do all in our power to bring about meaningful integration of our state affiliates." He added that NEA will "respond to any sincere request to assist in bringing all teachers in Louisiana under a unified banner."

Fischer said he is convinced that power and influence come from unity. "Anything which separates teachers, pits one against another," he said, "serves only to dilute that power and influence."

In addition to issuing the expulsion order, the NEA Executive Committee notified leaders of LEA that their group remains in good standing until further notice and will continue to receive all services of an NEA state affiliate.

LEA officials were cautioned, however, that their organization, as currently constituted, is not in compliance with NEA policy calling for racially unified state affiliates. LEA has been ordered to report, on request of the Executive Committee, its progress toward compliance.

Bylaw changes

The NEA Executive Committee also received and sent to the Board of Directors a report of the Committee to Review the Bylaws and Standing Rules. The report recommends a series of broad changes in Association organizational policy and structure.

The Board of Directors will discuss the changes in June. If the Board approves them, they will be presented to the NEA Representative Assembly for a 1971 vote.

The changes would, among other things:

- Eliminate the positions of NEA president-elect and immediate past president
- Make the NEA president's term two years
- Change the office of NEA vice-president so that the vice-president would not be the president-elect but would instead be elected at the same time as the president and serve a two-year term with the president
- Allow the president and the vice-president to be re-elected for an additional two-year term
- Retitle the posts of NEA executive secretary and deputy executive secretary as executive director and deputy executive director, with the posts no longer being designated as Association officers
- Redesignate the treasurer as secretary-treasurer and name him chairman of the Budget Committee
- Limit NEA directors to two consecutive terms
- Require commission, committee, and council appointees to resign if they cease serving as classroom teachers during their term.

Other actions

The Executive Committee approved a change in the status of the NEA Special Project on Supervisory and Administrative Services. The project will be retitled the Office of Supervisory-Administrative Services and attached to the office of the executive secretary.

New York colleges . . .

(continued from page 1)

members of the Legislative Conference, the recognized bargaining agent for the approximately 6,500 full-time instructional staff at 20 campus units. Earlier, the governing body of the conference almost unanimously endorsed the affiliation proposal and recommended ratification to the membership.

Belle Zeller, chairman of the Legislative Conference and professor of political science at Brooklyn College, observed: "The affiliation establishes ties between a unique organization in higher education with a successful history and the oldest and largest organization of educators which is concerned with problems of education and educators at all levels. We are looking forward to this relationship. The experienced assistance we will obtain from the NEA and NYSTA will enable the Legislative Conference to gain greater power and influence in legislative matters both in Albany and Washington, and to share in the many resources of the state and national associations while still retaining our identity and autonomy."

NEA Executive Secretary Sam M. Lambert called the affiliation "a giant step forward for NEA and NYSTA in the field of higher education which will provide the base for a greatly accelerated program of service to college professors at all levels."

Quiz for members

NEA auto leasing offers benefits

Spokesmen for NEA's auto leasing program this month devised a short quiz to help members decide if they can benefit from the program:

☐ Do you consider an automobile a necessity?

☐ Do you trade your automobile in every two or three years?

☐ Would you prefer not to make a large down payment on a new car?

☐ Would you prefer one monthly payment to cover miscellaneous costs?

☐ Would you prefer an appreciating investment rather than a depreciating one?

If you have answered even one of these questions "yes," it may pay you to investigate NEA auto leasing, says Teachers Services Corporation.

Members may use the coupon below to get details about the TSC auto leasing program, including the exact monthly cost. Send the coupon to the TSC office (from the list below) that covers your area.

California, Arizona, Nevada:
Teachers Services Corporation
1125 West 6th Street
Los Angeles, CA 90017
Phone 213-482-3119

Maryland, Pennsylvania, Virginia, Delaware, D.C.:
Teachers Services Corporation
1156 15th Street, N.W.
Washington, DC 20005
Phone 202-223-9494

Florida:
Teachers Services Corporation
1333 South Miami Avenue
Miami, FL 33130
Phone 305-373-0633

Illinois, Indiana, Wisconsin, Iowa, Missouri:
Teachers Services Corporation
North Bldg.
Suite 30
Oak Brook, IL 60521
Phone 312-325-6244

Massachusetts, Connecticut, Maine, Vermont, New Hampshire:
Teachers Services Corporation
7 Hawley Road
Scituate, MA 02066
Phone 617-545-1187

Michigan, Tennessee, Kentucky:
Teachers Services Corporation
18440 Livernois # 4
Detroit, MI 48221
Phone 313—864-6666

Minnesota, Nebraska, South Dakota:
Teachers Services Corporation
41 Shelburne Avenue
St. Paul, MN 55103
Phone 612-227-9541

South Carolina:
Teachers Services Corporation
421 Zimalcrest Drive
Columbia, SC 29210
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108th NEA meeting

San Francisco Convention begins June 30

Whether federal aid to education should be restricted to public schools promises to be one of the hotly debated issues at the 108th annual NEA Convention June 30 through July 6 in San Francisco's Civic Auditorium.

At last year's Convention, the 7,000 delegates to the NEA Representative Assembly narrowly defeated an attempt to limit its endorsement of federal aid to "solely . . . the support of public schools."

This year, the NEA Board of Directors is suggesting an addition to Continuing Resolution 1 that would read: "The NEA firmly believes that public funds should be expended only for public education. However, in the event public funds are provided for nonpublic schools, these funds should be controlled by public education agencies and be limited to schools that meet all standards required of public schools, including, but not limited to, integration, class size, teacher qualifications, length of school day or year, and health and safety requirements. No public funds should be used for sectarian purposes."

Desegregation resolution

The Board has also endorsed Resolution C-4, "Desegregation in the Public Schools," which calls for busing of students where necessary to achieve "acceptable desegregation." This resolution also reiterates NEA's opposition to desegregation plans which lead to the displacement or demotion of black educators.

A new resolution on environmental education is offered, and drug abuse is added as one of the "critical issues in our present society" which should be encompassed in each school curriculum. Another proposed resolution recommends that "educators, in cooperation with parents and others concerned, seek to influence the policies followed by the mass media and, at the same time, help children to become intelligently critical viewers, listeners, and readers."

Income tax deductions for political contributions up to $100 is the goal of another new proposal.

With merger of NEA's black and white affiliates in Southern states almost complete, the revised resolution on that topic, C-47, stresses making sure that the integration of education associations is actually working. It calls on the NEA Executive Committee to report to the Representative Assembly on that matter at least every two years until 1980 or later. The NEA Board of Directors has endorsed this resolution, too.

Among NEA reports to be presented at the Convention will be those of the Task Force on Paraprofessionals and the Task Force on Student Involvement. A report on the year-round school is also scheduled.

Helen Bain, a Nashville, Tennessee, high school teacher, takes office as NEA president at the end of the Convention, succeeding George D. Fischer. A vice-president (president-elect) and two members of the Executive Committee will be elected during the Convention.

President Fischer announced this month that the San Francisco Convention will depart from NEA tradition. "We have streamlined this Convention," he said. "We're not going to have much folderol. There will be no general or business meetings at night so the delegates will enjoy having the free time to see San Francisco, which is the fun capital of America."

Fischer said that a set time would be announced for the introduction of new business each afternoon.

The San Francisco Convention will have no theme. "There is a lot more to NEA than a theme," Fischer explained. "I can't think of a theme that would be sufficiently encompassing; so there won't be a theme this year." Convention delegates will also have an opportunity to consider wide reforms in the organizational policy and structure of the Association.

Should they care to call for a Constitutional Convention to make these changes, a special committee has outlined a plan for this alternative (the committee's report begins on page 8 of this issue of the REPORTER).

The NEA Executive Committee and the NEA Board of Directors will meet in San Francisco in advance of the Convention.

Other pre-Convention sessions include those of the Student NEA, June 23-29. Student NEA theme for the meeting is "Education: A Race with Social Change."

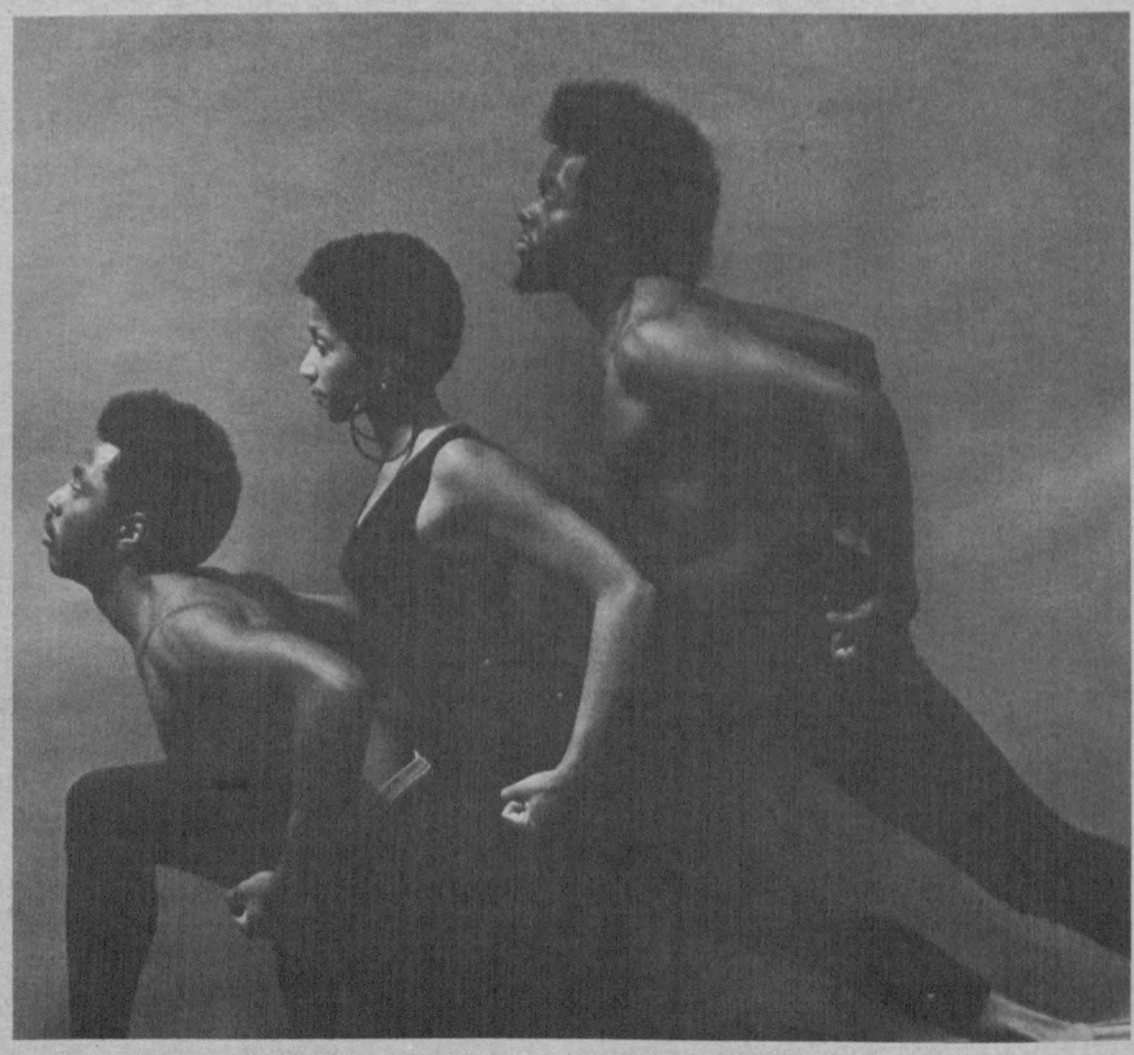
A demonstration with children to show how movement reinforces learning will be featured at a day-long program on July 1. Sponsored by the American Association for Health, Physical Education, and Recreation, the series of presentations is designed to acquaint participants with the new methods in elementary school physical education compatible with other new developments at that level.

AAHPER's second program during the Convention is titled, "Man and His Environment: Implications for Education," and will be presented on the afternoon of July 2.

Magazine showcase

The Magazine Showcase, sponsored by the Joint Committee of NEA and the Magazine Publishers Association, will be held in the Crystal Ballroom of the San Francisco Hotel on the afternoon of July 2. Speakers will be Charles E. Silberman of *Fortune*, Charles Roberts of *Newsweek*, and George B. Leonard of *Look*.

The Book and Author Luncheon, sponsored by the American Association of School Librarians, will be held at noon on July 1 in the San Francisco Hilton. Edith and Clement Hurd, respectively author and illustrator of children's books, will speak. Reservations may be made by sending a $6.75 check or money order by June 15 to Jean Wichers, Department of Librarianship, San Jose State College, San Jose, CA 95114. Checks or money orders should be made out to Mrs. Wichers and tickets will be picked up at the door.



Dance group will perform on Classroom Teacher Night

Gwen Lewis and her Afro-American Dance Company will be one of the groups featured in "A Happening in San Francisco," a multicultural program planned for Classroom Teacher Night during the NEA Convention in San Francisco. Sponsored by the Association of Classroom Teachers, NEA, and the California classroom teachers, the entertainment will take place Sunday, July 5, at 8:30 p.m. in the San Francisco Opera House. Tickets ($6) may be purchased through presidents of state associations of classroom teachers, ACT advisory council members, and executive secretaries of state education associations until June 1. Tickets remaining after that time will be placed on sale at the NEA ticket booth in the exhibition area of San Francisco Civic Auditorium.

1970 Assembly

ACT delegates vote for nine

Delegates to the 1970 ACT Representative Assembly in San Francisco will elect a president-elect, a vice-president, a secretary, and six regional directors.

The elections will put into effect an amendment to the ACT constitution, adopted in 1969 in Philadelphia, which increases the the number of ACT regions from 6 to 10 and hence the number of directors to be elected.

Directors for the Midwest, North Central, and Northwest regions will be elected for three-year terms; for the Mid-Atlantic region for a two-year term; and for the New England and Mountain regions for one-year terms. The remaining four regions are represented by directors currently in office and will not elect directors this year.

The four candidates for president-elect are Marion Conrad, Reno, Nevada, past president of the Nevada Association of Classroom Teachers; Ruby J. Gainer, Pensacola, Florida, ACT vice-president; Birnadine D. Mack, Boulder, Colorado, ACT secretary; and Jim A. Roady, Yakima, Washington, ACT Northwest regional director.

Roscoe Keeney of Cedar Grove, West Virginia, past president of the West Virginia Association of Classroom Teachers, is seeking the office of vice-president.

Virginia Newman of Lansing, Michigan, president of the Michigan Association of Classroom Teachers, is a candidate for secretary.

Running for the office of Midwest regional director are James Carter, Beverly, Ohio, president of the Ohio Association of Classroom Teachers; and Richard Kuberka, Rockford, Illinois, president of the Illinois Association of Classroom Teachers.

Willard McGuire, North St. Paul, Minnesota, president of the Minnesota Association of Classroom Teachers, is a candidate for the office of North Central regional director.

Seeking the office of Northwest regional director are Zelma Foote, Applegate, Oregon, past president of the Oregon Association of Classroom Teachers; Phyllis Hopkins of Billings, Montana, president of the Montana Association of Classroom Teachers; and Gary Reul, Bothell, Washington, past president of the Washington Association of Classroom Teachers.

Contending for the post of Mid-Atlantic regional director are Lonzena B. Beale of Washington, D.C., president of D.C. Association of Classroom Teachers; Corene Dalton, Norfolk, Virginia, past president of Virginia Association of Classroom Teachers; and John Washington, Berlin, Maryland, ACT advisory council member from Maryland.

Mildred Merrill, Rockland, Maine, past president of the Maine Department of Classroom Teachers, is seeking the position of New England regional director.

Dale B. Schofield, Layton, Utah, past president of Utah Department of Classroom Teachers, is a candidate for the position of Mountain regional director.

NEA Hawaii tour

NEA members may fly to Hawaii this summer for $246 round-trip. They may do so by joining the NEA-directed Enchanting Hawaii Tour on a transportation-only basis.

The tour departs from New York, Chicago, and Indianapolis on August 1, returning on August 16.

Further information is available from the Educational Travel Division at NEA Center.

Four candidates announce for NEA offices

DON MORRISON
For Vice-President (President-Elect)

Don Morrison, who for six years taught in a rural district in the state of Oregon, is now teaching social studies in San Diego, California. For 19 years, Don has been a classroom teacher, and during that time he has served as the treasurer of a county organization in Oregon, as president of the San Diego Teachers Association for two years, as a member of the California State Council on Education and Southern Section Council on Education, and also as the president of the National Council of Urban Education Associations.

Don, who is a life member of NEA, is completing his fourth year on the NEA Board of Directors and his second year on the NEA Executive Committee. He has an M.A. degree, is married, and has four daughters who attend public school in San Diego. A member of Phi Delta Kappa fraternity, Don served in the Second World War.

DAVID E. SCHULZ
For Vice-President (President-Elect)

Dave, a Racine, Wisconsin, high school teacher of vocal music, works hard for our local, state, and national associations. In Racine, he has served on the Committee on Staffing Inner-City Schools, the Unified School District Curriculum Council, and the REA Executive Committee. He was co-chairman of the North Central Evaluation Committee.

For five years, Dave has served on the WEA Executive Committee. He has also served on WEA's Council on Education, on the Political Action Committee, and on the Governor's Conference on Youth and Education. He serves on the International Relations Committee.

Dave is NEA director for Wisconsin, a member of the NEA Executive Committee and has been on NEA's Budget, Budget Advisory, and Compliance Committees. A life member of both WEA and NEA and a member of ACT, Dave has an M.S. from the Univ. of Wisconsin.

NICK DUFF
For Executive Committee

Nick Duff, senior high social studies teacher in Minnetonka, Minnesota, organizer and first president of his local association, has been president of the Minnesota Education Association and the National Council of State Education Associations.

Nick is chairman of the NEA PR&R Commission, a member of the NEA Human Relations Council, and NEA director from Minnesota. After lobbying for the creation of the Minnesota Professional Teaching Practices Commission, Nick was appointed a member and elected chairman. He served on NEA task forces on Local Association Structure and on Dual Representation and Size of the Representative Assembly.

Two Minnesota governors have appointed Nick to special committees on educational finance and public employee negotiations.

B.A., Yale University; B.S., M.A., University of Minnesota.

WADE WILSON
For Executive Committee

Wade Wilson, nationally known educator and president of Cheyney (Pennsylvania) State College, who has been active for more than 30 years as teacher, administrator, lecturer, writer, curriculum consultant, professional and civic leader, seeks reelection to the NEA Executive Committee.

Born in Donora, Pennsylvania, he has degrees from Cheyney State (B.S.), Penn State (M.Ed.), and NYU (Ed.D.).

As a teacher of industrial arts education for many years at four colleges, Wade played a leading role in developing programs, curriculums, and literature in his special field.

A leader of numerous local, state, and national educational organizations, he has served as president of the Pennsylvania State Education Association, as chairman of the National Education Association's Task Force on Human Rights, and as a member of other NEA committees.

NEA Standing Rule 10, in "Advance Filing and Publicity," makes the following provisions:

"Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the executive secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The executive secretary of the NEA shall cause to be published in *Today's Education* and the NEA REPORTER a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1. . . ."

The NEA REPORTER *above presents pictures and biographical statements (submitted by their sponsors) of candidates for vice-president (president-elect) and for two seats on the Executive Committee, whose sponsors have met the requirements stipulated in Standing Rule 10.*

ACT sessions open on June 30

Tuesday, June 30, will mark the opening of the Representative Assembly of the Association of Classroom Teachers, NEA, in San Francisco. There will be four sessions of the ACT assembly—one on Tuesday afternoon, June 30, and three on Wednesday, July 1.

Registration will take place in Brooks Hall, San Francisco Civic Auditorium, from 9 a.m. to 5 p.m. Tuesday and from 9 a.m. to 1 p.m. Wednesday. Registration for the ACT Representative Assembly will be held in conjunction with registration for the NEA Representative Assembly.

Classroom teacher activities during Convention week are as follows:

Advisory Council Meeting—Del Webb's Towne House, Golden Gate Room, Monday, June 29—8:30 a.m. to 5 p.m. (A continental breakfast will be served at 8:30 a.m., and the meeting will begin at 9.)

Open Hearing on ACT Resolutions — San Francisco Civic Auditorium, Main Arena, Tuesday, June 30—10 a.m. to 12 noon.

Open Hearing on Amendments to ACT Constitution and Bylaws — San Francisco Civic Auditorium, Larkin Hall, Tues-

(See ACT SESSIONS, page 10)

Day-by-day events of the San Francisco Convention

TUESDAY, June 30
8:45 A.M.
Educational Secretaries
NEA registration and exhibits open
Classroom Teachers registration opens
Consultant Services open
School Nurses
9:30 A.M.
Adult Education (NAPSAE)
Foreign Languages
10 A.M.
Classroom Teachers open hearings
1 P.M.
Industrial Arts
2 P.M.
School Nurses
Administrative Women
Classroom Teachers first business session
2:15 P.M.
Educational Secretaries workshop
5 P.M.
NEA registration and exhibits close
6 P.M.
ACT open house
7:30 P.M.
School Nurses

WEDNESDAY, July 1
7:30 A.M.
Willard E. Givens Awards breakfast
Classroom Teachers state delegation meetings
9 A.M.
NEA registration and exhibits open
Health, Physical Education, and Recreation
School Nurses
9:30 A.M.
Exceptional Children
10 A.M.
American Association of School Administrators
Classroom Teachers second business session
12 Noon
Special luncheons: Alpha Delta Kappa, Book and Author, Delta Kappa Gamma, Kappa Kappa Iota
12:30 P.M.
Retired Teachers luncheon
1 P.M.
Librarians
Safety Education
1:30 P.M.
Business Education
Health, Physical Education, and Recreation
Safety Education Commission & Driver and Traffic Safety Education
School Nurses
2 P.M.
Elementary-Kindergarten-Nursery-Education
Home Economics
Journalism
Speech
2:30 P.M.
Administrative Women
Classroom Teachers third business session
Educational Travel
5 P.M.
NEA registration and exhibits close
7:30 P.M.
Classroom Teachers fourth business session

THURSDAY, July 2
7:30 A.M.
State delegation breakfasts
8 A.M.
State delegation meetings
9 A.M.
NEA registration and exhibits open
Elections Committee
Higher Education
Professional Development and Instructional Services
9:30 A.M.
Teacher Retirement
10 A.M.
Constitutional Convention open hearing
Human Relations
Educational Finance
Legislative Commission
NEA-American Medical Association
NEA open hearing—resolutions
NEA Special Services
Professional Ethics
Professional Rights and Responsibilities
10:30 A.M.
Center for Instruction
Media and the Culturally Different Learner
NEA* SEARCH
Project Urban
TEPS
12 Noon
Mathematics
12:30 P.M.
Student Teaching
1 P.M.
Art
Audiovisual
AAHPER
Librarians
Music Educators
NEA Mutual Fund
1:30 P.M.
Science Teachers
Social Studies
3 P.M.
Educational Travel
Future Teachers of America
International Relations
Local associations workshop
NEA-Magazine Publishers
NEA open hearings: Budget, Bylaws and Rules
TEPS
3:15 P.M.
Citizenship
5 P.M.
Human Relations reception
NEA registration and exhibits close
6 P.M.
Human Rights awards dinner
6:30 P.M.
NEA-American Legion, Educational Publishers, Congress of Parents and Teachers, School Boards dinner

FRIDAY, July 3
8 A.M.
State delegation meetings
9 A.M.
NEA registration and exhibits open
9:30 A.M.
First business meeting
2 P.M.
Second business meeting
4 P.M.
Commercial exhibits close
5 P.M.
NEA registration and state headquarters booths close
8 P.M.
NEA friendship night

SATURDAY, July 4
7:30 A.M.
State delegation breakfasts
8 A.M.
State delegation meetings
9 A.M.
NEA registration and state headquarters booths open
9:30 A.M.
Third business meeting
2:30 P.M.
Fourth business meeting
5 P.M.
NEA registration and state headquarters booths close

SUNDAY, July 5
7:30 A.M.
State delegation breakfasts
8 A.M.
State delegation meetings
9 A.M.
NEA registration and state headquarters booths open
9:30 A.M.
Fifth business meeting
2:30 P.M.
Sixth business meeting
5 P.M.
NEA registration and state headquarters booths close
8:30 P.M.
A Happening in San Francisco

MONDAY, July 6
7:30 A.M.
State delegation breakfasts
8 A.M.
State delegation meetings
9 A.M.
NEA registration and state headquarters booths open
Polls open
9:30 A.M.
Seventh business meeting
12 Noon
NEA registration closes
2 P.M.
State headquarters booths close
2:30 P.M.
Eighth business meeting
3 P.M.
Polls close

names in the news

The first honorary membership in the National Union of Teachers of England ever granted outside Britain was presented recently to **William G. Carr,** secretary general of the World Confederation of Organizations of the Teaching Profession and former NEA executive secretary. He has also been made an honorary Fellow of the Educational Institute of Scotland, the first American in that group for more than 20 years.

The NEA Executive Committee recently made the following appointments:

To the National Commission for Teacher Education and Professional Standards for four-year terms: **Elizabeth McGoningle,** Cape May, N.J.; **Joan Jacobson,** Wauwatoso, Wisc.; and for a two-year term: **Donald M. Sharpe,** Terre Haute, Ind.

To the Professional Rights and Responsibilities Commission for four-year terms: **Raleigh Steinbach,** Vermillion, S.D.; **Milton M. Senti,** Pratt, Kan.; **Senoma Smith,** Phoenix, Ariz.

To the National Council for Accreditation of Teacher Education for three-year terms: **Gwendolyn Stratton,** Belfast, Me.; and **Gladyce Bradley Jones,** Baltimore.

The NEA Executive Committee at its recent meeting directed that a portrait of the last executive secretary of the American Teachers Association, **Joseph T. Brooks,** be included with the portraits of the NEA executive secretaries.

During its meeting early this month, the NEA Board of Directors paid tribute to **Mabel T. Smith,** senior staff associate, Office of the Executive Secretary, who retires July 1. Encomiums for her 40 years of service to the NEA were delivered by honorary Board member James Cullen of New York and by Sam M. Lambert, NEA executive secretary.

NEA President **George D. Fischer** and **Margaret Grice,** member of the NEA Human Relations Council and formerly a school teacher in Des Moines, Iowa, were married in March in Washington, D.C.

Laura Mae Brown became president of the American Association for Health, Physical Education, and Recreation last month during the association's 85th anniversary convention. Miss Brown, director of elementary physical education for the Webster Groves, Mo., public schools, is presently secretary of the National Council of Urban Education Associations.

Morris Lerner, chairman of the science department of Barringer High School, Newark, N.J., was elected president of the National Science Teachers Association for 1971-72.

The Association of Classroom Teachers, NEA, has been appointed to its seventh three-year term on the U.S. National Commission for UNESCO. **Erma Williams**, a teacher of grade 7 at Horace Mann Elementary School, Kansas City, Missouri, has been named by Secretary of State William P. Rogers as ACT representative on the commission. Mrs. Williams is a member of the ACT advisory council.

Also named to the U.S. National Commission for UNESCO is **James V. DeRose**, a former president of the National Science Teachers Association.

Vade Bolton, formerly regional director of the Kentucky Education Association, joined the staff of the Association of Classroom Teachers on May 4 as leadership coordinator.

Report on a Constitutional Convention

At the Philadelphia NEA Convention, delegates approved the following new business item:

"The Representative Assembly approves the concept of a Constitutional Convention and directs the Board of Directors to have a study made of the feasibility, objectives, proportional representation, and cost by a committee whose membership is 75 percent classroom teachers. The recommendations of the study shall be sent to the membership at least 30 days prior to the 1970 Representative Assembly."

In accordance with this directive of the Representative Assembly, the NEA president appointed the committee (listed below) which met four times for a total of 10 days.

The committee followed the directive of the Representative Assembly very closely. A decision about a Constitutional Convention for the National Education Association is a prerogative of the Representative Assembly. The committee hopes the decision will be aided by providing the requested information on feasibility, objectives, proportional representation and costs in the following report.

Feasibility

The committee reports the Enabling Act as a feasible plan for a Constitutional Convention.

Objectives

Be it resolved that the Representative Assembly call a constitutional convention for the purpose of creating an independent united professional organization responsive to the needs of the membership, such organization to be simple in basic structure with three levels of responsibility and clear cut decision-making processes designed to achieve optimum efficiency of program, optimum staff services for the membership, and adequate and equitable levels of funding to support the organization and its program. This report constitutes an Enabling Act for the Constitutional Convention.

I. Preparation For Constitutional Convention

To prepare for the Constitutional Convention, the President of the National Education Association shall appoint a Steering Committee and a Credentials Committee.

A. *Steering Committee*

1. The NEA President shall appoint three members from each panel of six nominees submitted by NCSEA, ACT, NCUEA and the NEA Board of Directors. He shall appoint three members from a composite panel of six nominees submitted by ACT Forum, NCOSTA, and NCEHR.

2. The NEA President shall designate the Chairman from among the members of the Committee.

3. The Steering Committee shall be responsible for the following:

a) the appointment and supervision of a planning staff
b) the logistical preparations for the constitutional convention
c) the preparation of a set of rules of procedure to be recommended to the constitutional convention
d) the preparation of background studies on substantive issues for the use of the convention
e) provision for a broad based input from official observers who represent a wide cross-section of society and the profession
f) selecting by a majority vote the Chairman Pro-Tem of the Convention.

B. *Credentials Committee*

1. The NEA President shall appoint one member from each panel of three nominees submitted by NCSEA, ACT, NCUEA, and the NEA Board of Directors. He shall appoint one member from a composite of three nominees submitted by the ACT Forum, NCOSTA, and NCEHR.

2. The President shall designate the Chairman from among the members of the Committee.

3. The Credentials Committee shall be responsible for the following:

a) to secure from each state a report of the major numerical ethnic and racial groups in the teaching profession in that state by October 15, 1970
b) to verify to its satisfaction each report and establish a formula for the selection of delegates which so far as is practicable assures equitable representation in each state's delegation. Such formula shall be determined by December 1, 1970.

4. Appeals as to the seating of any state delegation may be made to the full Constitutional Convention.

II. The Constitutional Convention

A. Delegates shall be members of the independent organized teaching profession in local, state and national associations where applicable and where they are eligible. Membership on the Steering Committee or on the Credentials Committee shall not preclude election to the convention. Staff members are not eligible to serve as delegates but may serve as resource persons.

B. Membership in the constitutional convention shall be apportioned as follows:

1. *Organizational Representation*

Each of the following organizations shall be entitled to the representation indicated:

NCUEA	24 delegates
ACT	24 delegates
NCSEA	24 delegates
ATA-NEA*	18 delegates
NEA Board of Directors	20 delegates
SNEA	5 delegates
NASSP	3 delegates
NAESP	3 delegates
AASA	3 delegates
Higher Education	6 delegates

*One delegate from each state which formerly had dual associations.

The delegation chosen by NCUEA, ACT and NCSEA each shall contain at least four non-whites. Names of organizational delegates shall be submitted to the Credentials Committee by March 31, 1971.

2. *At-large Representation*

a) All members of NEA and of local and state affiliates shall have the opportunity to vote for delegates to the convention.
b) The Board of Directors of each state association shall:
(1) provide a ballot election process for its State's representation to the Constitutional Convention
(2) provide an open nomination period of not less than 30 days from the at-large state membership
(3) guarantee representation of the major numerical ethnic and racial groups among members of the teaching profession within each state.
c) Delegates from the states shall include a minimum of three (3) delegates from the first 5,000 members of each affiliated state, commonwealth association, the Overseas Education Association and the District of Columbia and one delegate for each 5,000 or major fraction thereof after the first 5,000 members (active and life as of May 31, 1970).
d) Each state delegation shall consist of no fewer than 75 percent classroom teachers.
e) Each unified state, as of May 31, 1970, shall be entitled to one additional at-large delegate.
f) Names of at-large delegates elected shall be submitted to the Credentials Committee not later than March 15, 1971.

C. The site of the convention shall be on a college campus if possible and selected by the Steering Committee.

D. The convention shall convene for a one-day session on the day immediately following the adjournment of the 1971 Representative Assembly for the purpose of adopting rules of procedure, of electing officers, and for conducting such other business as it deems necessary.

E. The convention shall reconvene on July 17, 1971, and shall adjourn sine die no later than three calendar weeks from that date unless the members by majority vote extend the convention for a period not to exceed seven days. All sessions shall be continuous.

F. The convention shall maintain verbatim transcripts of its debates and a permanent journal of its actions including all committee reports submitted to it for action.

Delegate Composition

NCUEA	24
ACT	24
NCSEA	24
NEA Board of Directors	20
ATA-NEA	18
Higher Education	6
SNEA	5
NASSP	3
NAESP	3
AASA	3
*Unified States (One each)	30
**At-large delegates elected within state	323
	483

*Estimated. Actual allocation to be based on May 31, 1970, figures.
**Based on May 31, 1969, figures. Actual allocation is to be based on May 31, 1970, figures.

III. Ratification

1. The proposed constitution shall be submitted to the certified eligible delegates of record to the 1971 Representative Assembly by September 15, 1971. Said vote shall be conducted by mail ballot within three months of submission of the proposed constitution. A majority of those voting on the question shall be sufficient for ratification.

2. The proposed constitution shall contain a statement of the date that it shall become effective with provision for such transitional arrangements as are necessary for the implementation of the document.

(Continued on next page)

Convention report...

(Continued from preceding page)

IV. Financing

Budget Estimate

A. *One-day meeting following Detroit Convention*	
1. Transportation	$66,000
2. Per diem for meals @ $15.00	7,170
3. Per diem for rooms @ $16.00	7,648
Subtotal	80,818
B. *Constitutional Convention—21 days*	
1. Transportation	86,639
2. Room and Board	140,532
3. Temporary Staff:	41,275
(a) 10 people for 21 days @ $37.50 per day	
(b) 50 people for 21 days @ $2.00 per hour	
(c) Parliamentarian	
(d) Supportive Services—audio, tape, duplicating, etc.	
4. Materials—Transcripts—Proceedings, Official Papers	5,000
Subtotal	273,446
C. *Regular Staff* (employed 15 months)	
1. Project Director	30,000
2. Assistant Director	20,000
3. Secretarial & Clerical	20,000
4. Office Expenses—Supplies, Telephone, etc.	7,500
5. Projects—Activities—Research—Working Papers	68,000
Subtotal	145,500
D. *Committees*	
1. Steering (15 people—12 meetings)	
2. Credentials (5 people—4 meetings)	
Subtotal	60,000
E. *Ratification*	
1. Mail ballot to all eligible voters	5,000
2. Constitutional document to all members of NEA, State, Local (est. 2 million)	45,000
Subtotal	50,000
F. *Contingency—15%*	93,796
G. *One additional week for convention*	46,440
	750,000

1. States and organizations will be reimbursed travel expenses for the delegates attending the one-day organizational meeting. All other expenses will be paid directly to the delegates.

2. Expenses of individuals invited by the Steering Committee to provide input will be paid by the Constitutional Convention. Others wishing to appear will pay their own expenses.

3. Reimbursement for attendance at the one-day organizational meeting will be paid only to those who attend the entire session.

4. NEA policy on expenses will apply in all situations except that all travel reimbursements will be for tourist only, regardless of distance or time.

Use of Budget

1. *Membership Participation*	*Amount*	
Delegates reimbursement for travel, room, board, and committee expenses	$414,429.00	63%
	59,091 (contingency)	
2. *Staff* Project staff employed for 15 months to work before, during and complete follow-up; temporary staff for convention, including parliamentarian, secretarial, clerical, page, etc.	111,275.00	17%
	15,945 (cont.)	
3. Work papers, research, conferences, supportive activities	80,500	12%
	11,256 (cont.)	
4. *Ratification* Mail ballot to certified delegates, distribute constitutional document to members of NEA, state and local associations	50,000	8%
	7,504 (cont.)	
	$750,000	100%

V. NEA Officers and Staff shall provide any resources of the NEA that may be needed to complete the Constitutional Convention project.

Respectfully submitted,
Catharine O'C. Barrett, Chairman
Committee for the Study of a Constitutional Convention

Representing NEA Executive Committee: Dr. Wade Wilson, Mrs. Helen Bain.

Representing NEA Board of Directors: Mrs. Catharine Barrett, Dr. Gerald Saling.

Representing ACT: Miss Betty Buford, Mr. Donald F. Wilson, Miss Vivian Bowser, Miss Evelyn Brown.

Representing NCUEA: Miss Jeanne C. Seeger, Mr. Marvin Liberson.

Representing UEDA: Mr. Robert R. Richards.

Representing NCSEA: Miss Marian Cochran, Dr. Helen Wise.

Ex-Officio: George D. Fischer, president, NEA.

Nonvoting members:

Dr. Robert J. Addington, executive secretary, Washington Education Assn.

Dr. Richard Batchelder, executive secretary, California Teachers Assn. (Southern Section).

Mr. James Nelson, chairman, Committee on Planning and Organizational Development.

Mr. Pat L. Tornillo, Jr., executive director, Dade County Classroom Teachers Assn.

Consultant

Dr. John P. Wheeler, Dean, Hollins College, Virginia; author of National Municipal League booklet entitled, "The Constitutional Convention—A Manual on Its Planning, Organization and Operation"

Legal Counsel:

Mr. William B. Beebe, Messrs. Glassie, Pewett, Beebe & Shanks and Mr. Alfred L. Scanlan and Mr. Stephen Pollak, Shea and Gardner.

Staff Contact: Mr. John F. Cox, special assistant to the NEA president.

NEA prepares kit on parent conferences

A new multimedia kit designed to help improve teacher-parent conference techniques will be available in early June. Developed cooperatively by NEA and the National School Public Relations Association, the *Conference Time Kit* is for use with and by teachers from kindergarten through the upper elementary grades. It can be used for in-service and preservice training as well as on an individual basis. Components include: a filmstrip for teachers; 1970 edition of handbook, "Conference Time for Teachers and Parents"; and two companion pieces—a filmstrip for parents to help prepare them for the conference and a supporting parent information leaflet, "How To Confer Successfully with Your Child's Teacher."

NEA membership . . .

(Continued from page 1)

ship gain mainly to unification. The Pennsylvania State Education Association, which is in its first year of unification, has set records for both the state association and NEA. Last year, PSEA membership was 81,503 and NEA membership in Pennsylvania was 54,704. By May 6, PSEA had a unified membership of 84,229. Michigan with 75,269 unified members, had the other top NEA enrollment.

Highest percentage gains in NEA membership have come from Rhode Island, the Overseas Education Association, Pennsylvania, Minnesota, Florida, and Delaware.

Twenty-eight states are unified. A state is unified when teachers join the local, state, and national associations. In states which are not unified, it is possible for teachers to join one or combinations of these associations without joining all three.

NEA membership enrollment for this year ends May 31.

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Discovery—Sunday, June 7, ABC-TV, 11:30 a.m. "Taming The Killer Whale." *June 14:* "A Matter Of Pride." *June 21:* "The Hidden World of the Forest." *June 28:* "The Plain People."

The Show—Sundays, PBS (Check local listings), 8 p.m. Teenagers discuss their views with guests. *June 7:* Betty Furness and Phil Ochs. *June 14:* Hubert Humphrey and Tom Paxton. *June 21:* Stephen Hess, national director of 1970 White House Conference on Children and Youth. *June 28:* Pete Seeger and Oscar Brand.

Now—Monday, June 8, ABC-TV, 10:30 p.m. "The Kid Next Door Smokes Pot." Program shows that even in the best suburban areas the drug problem exists. *June 15:* "The Precious Year." A study of preschool education. *June 22:* "Alaska: End of the Last Frontier."

The Man Hunters—Tuesday, June 9, ABC-TV, 8 p.m. G-E Monogram program exploring the historical and present relationship of wolves to human civilization.

The Stakes in Asia—Sunday, June 28, ABC-TV, 7 p.m. Program will deal with the future for U.S. power in Asia; the growing economic power of Japan; the challenge of underdeveloped southeast Asia; Japan's decisions for its own national direction.

Magazines

(May issues)

Daedalus—*(Spring issue)* "The Influence of the Black Power Movement on Historical Scholarship: Reflections of a White Historian," by Eugene D. Genovese.

Saturday Review—*(May 16 issue)* "A Little Bit of Creative Chaos," by Beatrice and Ronald Gross. Describes a new approach to teaching that may hold the key to a radical reformation of primary education.

(June issues)

Atlantic—"Murder in the Schoolroom." The first of three installments from Charles E. Silberman's latest book, "Crisis in the Classroom," which will be published in the fall. "Indians in History," by Alvin M. Josephy, Jr. An essay on what is "adequate" in the historic treatment of Indians and the criterion for treating history accurately and whole, giving fair and balanced attentions to all the groups of humans involved.

Family Circle — "How To Win Children's Cooperation," by Dr. Haim Ginott. Ways to lessen resistance and invite compliance.

Ladies Home Journal—"The Music of Their Laughter," by Roderick Thorp and Robert Blake.

Reader's Digest — "Children in Trouble—A National Scandal," by Howard James. Describes the shameful treatment given to children in our penal institutions. "Kids and Heroin."

Seventeen — "What Teenage Medicine Can Do for You," by Alice Lake. Reports on more than one hundred adolescent clinics that specialize in medical care for teenagers.

Woman's Day—"The Adolescent and Drugs: Tough Talk on a Tough Subject." What physicians and social psychologists say about youngsters and drugs.

Largest ever approved

Federal aid bill signed

The largest federal aid to education bill ever approved became law April 14 when President Nixon signed a three-year extension of the Elementary and Secondary Education Act (ESEA). The bill sets maximum spending ceilings at $7.1 billion for fiscal 1971; $7.7 billion for 1972; and $9.9 billion for 1973. Money must come separately in yearly appropriations, which are usually less than half the authorized level. (See status table below for details.)

In what could be the most important yet least publicized education decision of the year, HEW has ruled that school districts may carry unused funds over to the next school year and thus avoid hasty spending caused by late appropriations. The new ruling was made on a section of the ESEA extension. Schools had previously been required to either obligate or spend federal funds by June 30 of the fiscal year for which they had been allotted.

In addition, the law amends the Adult Education Act of 1966 to include secondary-level education programs for adults who had not finished high school; creates a Student Teacher Corps in conjunction with the existing Teacher Corps to make use of high school, parental, and community volunteers; and establishes a special 15-member Senate Subcommittee on Equal Educational Opportunity to study the problem of racial isolation and report its recommendations for solving it by January 1971.

Money to implement these and other education programs for the 1970-1971 school year has already been voted by the House to the tune of $4.1 billion, about $320 million over President Nixon's budget. Most of the increases were for ESEA Title I, vocational education and student aid programs. The Senate, which will act shortly on the education appropriation, is expected to increase the amounts even further.

Another innovative bill, the 1970 School Lunch Amendments, is also well on its way to becoming law. The new school lunch bill (HR 515) would, for the first time, set nationally determined eligibility standards, guarantee every poverty-level child a free or a reduced-price lunch, and set the maximum that may be charged for such meals at 20 cents.

Medicare

(Continued from page 1)

700,000 teachers in 14 states are ineligible for the federal hospital insurance plan because of their exclusion from the Social Security System.

Principal sponsor of the amendment was Rep. James C. Corman (D-Calif.), who declared:

"The nation's teachers, who have devoted their lives to educating our children and the other public employees who have given their working years to public service, should . . . be accorded the right to enjoy the benefits and provisions of the hospital insurance program. These persons have devoted their lives in the public service at pay scales which usually prohibit substantial personal savings. High medical and hospital costs should not be a burden to them in their retirement years."

John M. Lumley, NEA assistant executive secretary for legislation and federal relations, called the committee action "a signal victory for teachers," and urged members of the teaching profession to express support of the bill by writing to their Congressmen.

If passed by the House, the bill (HR 17550) will be referred to the Senate Finance Committee, which approved a similar measure in 1967. Principal sponsor in the Upper Chamber is Sen. Abraham A. Ribicoff (D-Conn.), a former Secretary of Health, Education, and Welfare.

The states primarily affected by this legislation are California, Colorado, Connecticut, Florida, Illinois, Kentucky, Louisiana, Maine, Massachusetts, Missouri, Nevada, Ohio, Rhode Island, and Puerto Rico. Because of local option provisions, a number of teachers in seven other states are currently ineligible for coverage.

ACT sessions . . .

(Continued from page 7)

day, June 30—10 a.m. to 12 noon.

ACT Representative Assembly—San Francisco Civic Auditorium, Main Arena, Tuesday, June 30: 2 to 5 p.m.; Wednesday, July 1: morning session—10 a.m. to 1 p.m.; afternoon session—2:30 to 5:30 p.m.; evening session—7:30 to 10 p.m.

ACT Open House and Candidates Forum — Del Webb's Towne House, Patio and Garden Lounge, Tuesday, June 30—7 to 8:30 p.m.

State Classroom Teacher Delegations—(See official program for location of state meetings.) Wednesday, July 1 — 7:30 to 9:30 a.m.

Voting—San Francisco Civic Auditorium, Wednesday, July 1—1 to 4:30 p.m.

Meeting with Association for Student Teaching—Del Webb's Towne House, Golden Gate Room, Thursday, July 2—12:30 p.m. The focus will be on two recent publications: ACT's *Classroom Teachers Speak on the Classroom Teacher in the Student Teaching Program* and AST's *Guide to Professional Excellence in Clinical Experiences in Teacher Education. A* question and answer period will follow.

Classroom Teacher Night—"A Happening in San Francisco," San Francisco Opera House, Sunday, July 5—8:30 p.m. (Details of the program, information about advance sale of tickets, and information about purchase of tickets at the Convention appear in the caption of the photo on page 6.)

Status of major education bills as of May 12—second session—91st Congress

Bill	House	Senate	Provisions
General Education Assistance Act of 1969 HR 10833 S 2199	Hearings concluded	In committee	NEA bill to authorize $100 per school-age child to the states for increasing teachers salaries and meeting other urgent needs; provides additional $2.5 billion for poorer states.
Professional Negotiations Act for Public Education, 1969 S 1951 HR 12484	In committee	In committee	Establishes a Professional Education Employees Relations Commission in HEW to mediate disputes between school boards and teacher organizations. Authored by NEA, bill provides recourse to Commission should either side refuse to negotiate.
Elementary and Secondary Amendments of 1969	Signed into law April 14, 1970 P.L. 91-230		Extends ESEA through FY 1973, consolidates ESEA III (supplemental centers) and NDEA VA (guidance and counseling), increases authorizations for Title I, expands impact aid to include children who live in public housing, and extends the 1968 Vocational Education Amendments.
Medicare for Teachers S 2969 HR 17550	Reported May 11, 1970	In committee	Extends Medicare coverage to teachers not presently covered, through agreements between HEW and state governments.
School Lunch Amendments HR 515	Conference Report accepted May 4, 1970	Conference Report accepted April 30, 1970	Amends National School Lunch Act of 1946 and Child Nutrition Act of 1966. Guarantees a free or reduced-price lunch to every "poverty-level" child. Sets 20¢ maximum for reduced price meals; and increases authorizations for the pilot breakfast program.
Special Milk Program HR 5554	Passed May 6, 1969	Passed May 11, 1970	Makes special milk program permanent. House bill authorizes $125 million annually; Senate bill, $120 million.
Environmental Quality Education Act HR 14753 S 3151	Hearings concluded		Provides money to develop curriculum, provides teacher training programs, and offers community education programs in environmental education.
Education Appropriation FY 1971 HR 16916	Passed April 14, 1970	Hearings concluded	Provides approximately $4.1 billion for the U.S. Office of Education for FY 1971
Manpower Development Bills HR 10908 HR 11620 HR 13473—S 2838	Hearings in progress	Hearings in progress	Establishes new manpower policies with more authority to the Department of Labor.
Grant Consolidation Act HR 10954 S 2035 S 2479	Hearings concluded	Pending before full committee	Gives the President power to consolidate federal assistance programs; becomes law within 60 days if Congress does not register objection.
Arts and Humanities Extension HR 16065 S 3215	Pending before Rules Committee	Pending before full committee	H.R. 16065 extends the National Foundation on the Arts and Humanities for three years and increases authorization levels. S 3215 calls for permanent authorization.
Mobile Teachers Retirement Act HR 13916	Hearings concluded		Improves education by increasing the freedom of teachers to cross state lines without losing all retirement benefits.
Drug Abuse Education HR 14252 S 3134 S 3015 S 3562	Passed October 31, 1969	Hearings concluded	House bill authorizes $29 million over a three-year period for teacher training, materials, "drug alert seminars" by school districts or communities, and pilot projects in drug abuse education. S 3562 encompasses treatment and rehabilitation as well as education.
Child Development and Day Care Bills HR 13250 HR 15777 S 2060	Hearings concluded	Hearings in progress	HR 13250 and S 2060 expand Head Start-type early child development programs with primary emphasis on the disadvantaged. HR 15777 consolidates all existing childhood programs.
Higher Education Bills HR 16621-S 3636 HR 16098 S 3474	Hearings in progress	Hearings in progress	Revamps higher education legislation
Impact Aid Reform HR 16307-HR 16387 S 3581	Hearings in progress	Hearings in progress	Proposes changes in distribution formula for impact funds cutting out 2,000 school districts.

NEA*SEARCH vacancy listing breaks records

NEA*SEARCH has broken all past records in the number of vacancies it has received this year. Out of a total of 4,700 requests for teachers, 2,300 were for minority personnel. More than 1,500 of these requests were for black teachers.

NEA*SEARCH encourages all teachers interested in relocating to register with the program, and encourages members of ethnic groups to so indicate.

NEA*SEARCH does have limitations, however, such as the inability to guarantee that each candidate will receive a match, or that matches will meet all of his specifications. Neither is the program able to predict the exact number of matches that each candidate will receive. These limitations are due to the twelve variables or preferences open to candidates; a position meeting all these specifications sometimes is just not available. However, each participant's application remains in the system and is processed with new vacancies through the computer two to three times each month through August 31.

Job seekers

During regularly scheduled runs, the computer attempts to match candidates' specifications with vacancies registered by elementary and secondary school employers. If there are no vacancies on file which meet all of a particular candidate's preferences, the program will slightly relax certain restrictions in order to inform the candidate of the next most appropriate vacancies. Therefore, a candidate who remains flexible in his specifications receives more benefits from the program than one who seeks a job meeting exact criteria.

To complete either of the SEARCH forms, you must refer to list A on the next page and list B on this page.

Employers

Are you finding all the qualified teachers you need in all subject areas this year? If not, let NEA*SEARCH assist you *without cost*. NEA, through its National Commission on Teacher Education and Professional Standards, is offering this service free to employers this year.

The program is geared to give a school system up to ten candidates who have been selected according to requirements set by that system. An "eligibility quotient" score is given on each candidate, indicating how closely he meets these requirements. Details are explained in a brochure which may be obtained by writing NEA*SEARCH, at NEA Center.

List B
States and Regions

AL—Alabama; **AK**—Alaska; **AZ**—Arizona; **AR**—Arkansas; **CA**—California; **CO**—Colorado; **CT**—Connecticut; **DE**—Delaware; **DC**—District of Columbia; **FL**—Florida; **GA**—Georgia; **GU**—Guam; **HI**—Hawaii; **ID**—Idaho; **IL**—Illinois; **IN**—Indiana; **IA**—Iowa; **KS**—Kansas; **KY**—Kentucky; **LA**—Louisiana; **ME**—Maine; **MD**—Maryland; **MA**—Massachusetts; **MI**—Michigan; **MN**—Minnesota; **MS**—Mississippi; **MO**—Missouri; **MT**—Montana; **NB**—Nebraska; **NV**—Nevada; **NH**—New Hampshire; **NJ**—New Jersey; **NM**—New Mexico; **NY**—New York; **NC**—North Carolina; **ND**—North Dakota; **OH**—Ohio; **OK**—Oklahoma; **OR**—Oregon; **PA**—Pennsylvania; **PR**—Puerto Rico; **RI**—Rhode Island; **SC**—South Carolina; **SD**—South Dakota; **TN**—Tennessee; **TX**—Texas; **UT**—Utah; **VT**—Vermont; **VA**—Virginia; **VI**—Virgin Islands; **WA**—Washington; **WV**—West Virginia; **WI**—Wisconsin; **WY**—Wyoming.

Regions

PP—Anywhere in U.S.; **QQ**—U.S. Possessions not included in states; **RR**—Canada; **SS**—Other foreign; **TT**—Any or all above categories.

NEA*SEARCH

A COMPUTER-BASED LOCATOR SERVICE

SPONSORED BY THE **NATIONAL EDUCATION ASSOCIATION** ADMINISTERED BY THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS
1201 - 16TH STREET, N.W. • WASHINGTON, D.C. 20036 • (202) 223-9400

You may reproduce this form or get more copies from NEA*SEARCH (address at left).

LEAVE BLANK
NEA SERIAL NUMBER

Form V / Vacancy Description & Request for Search

GENERAL INSTRUCTIONS: The computer will work for you only if you give it information it can work with: Write only ONE number or letter in each box. In items 1, 2, 3, and 4, leave a BLANK SPACE between elements to indicate where one word ends and the next begins. Use abbreviations as necessary. See WEIGHTING instructions below before completing items 10, 11, 13, 19, and 20.

1 *School District or Name of School* (Abbreviate as necessary.)

If other than than public school, specify type below (independent, proprietary, parochial, etc.) and put a "1" here →

Type: _____

2 *Number and Street* (Abbreviate as necessary.)

See LIST B and write the 2-letter code here. IMPORTANT

3 *City* *State/Region* *ZIP*
If outside U.S., write name of country here:

Note to keypuncher: Pick up 2nd card

4 *Attention of:*
(Person authorizing search.) First name (or initial), space, middle name (or initial), space, last name

5 *Telephone Number* Area Code

6 If candidate has permission to telephone you collect, put a "1" here →

7 Indicate type of school district. Select from list below and put the number here →
1 Urban 2 Suburban 3 Rural 4 Combination

One Form V can be used to seek candidates for any number of *identical* vacancies. For each different *type* of vacancy, a separate Form V must be submitted.

Description of Vacancy:

8 *Special Programs: If the vacancy is in a program which can be described by one or more of the options listed below, write the numbers here* →
1 Experimental 2 Disadvantaged 3 Ungraded 4 Combination

9 Indicate grade level of vacancy from list below and put the number here →
1 Elementary (K-6) 3 Junior High (7-9) 5 Secondary (7-12)
2 Middle School (6-8) 4 Senior High (10-12) 6 Combined El/Sec (avoid this choice if possible)

WEIGHTING: In Items 10, 11, 13, 19, and 20, weighting permits you to express how strongly you feel about your choices. The numerical weights of 3, 2, and 1 allow you to state a relative preference between or among your selections or the importance of a single item.
WEIGHTS: **3** *I strongly prefer it.* **2** *I prefer it.* **1** *I will accept it.*

Your Specifications for Applicant:

10 *Subject/Position: What subject/position do you want applicant to teach/fill? Select up to 3 from LIST A, and put the number codes here* → and WEIGHT / and WEIGHT / and WEIGHT

If you want applicant to teach only 1 subject, choose only 1 from LIST A and weight it 3. If you want him to teach a combination of 2 or 3 subjects choose 2 or 3 and give them the same weight. For special administrative fields, e.g., "Art Supervisor," select administrative level (175) and follow with subject (052) and give them the same weight.

***Note** to keypuncher: Pick up 3rd card*

11 *Experience: Indicate minimum number of years of* teaching *experience desired. For 9 or more years, write 9.* → and WEIGHT

Indicate minimum number of years of experience desired in *other* areas of the profession (as for specialties). For 9 or more years, write 9. → and WEIGHT

12 *Number of vacancies existing in this position description:* →

13 *Education: Select from list below the minimum education level desired and write the number here* → and WEIGHT
1 Two years of college 3 Bachelor's + 18 hrs. 5 Master's degree 7 Master's + 60
2 Bachelor's degree 4 Bachelor's + 30 hrs. 6 Master's + 30 (or prof. diploma) 8 Doctorate

14 Salary *range:* $ MINIMUM $ MAXIMUM ← VERY IMPORTANT

15 *Maximum age acceptable:*

16 Optional *You may specify that applicant hold or be qualified to hold one of the teaching certificates listed below. Put the number here* →
1 Elementary 3 Junior High 5 Vocational 7 Administrative and/or supervisory
2 Middle School 4 Secondary 6 Standard or Regular or Combined El/Sec

17 *If this position requires the completion of a teacher preparation program, put a "1" here* →

18 Optional *If experience in any of the areas listed below would be helpful, specify up to 4, by number, here* →
1 Programs for disadvantaged 5 Adult education 8 Experience outside of U.S.
2 Publication/journalism 6 Administration 9 Community youth program/summer camp
3 Fine arts 7 Recreation/coaching 0 Peace Corps/VISTA/Teacher Corps
4 Counseling

19 Optional *To further faculty integration or broaden your system's cultural base, you may stipulate preferred ethnic identification of applicants. See list below and put the number here* → and WEIGHT
1 American Indian 2 Cuban 3 Mexican-American 4 Black 5 Oriental 6 Puerto Rican

20 Optional *If the job requires a specific sex (as for physical education) indicate by number here* → 1 Female 2 Male and WEIGHT

21 *If candidate is needed for active employment before the beginning of the next normal school year, put a "1" here* →
(Some candidates are available now.)

FREE

(DO NOT DETACH) (DO NOT DETACH) V

I understand that all persons whose names are referred to me by NEA*SEARCH may not still be available for employment; that there is no guarantee as to the accuracy of information given by any persons referred; that NEA*SEARCH does not guarantee that there are available persons meeting my specifications. I agree to notify NEA*SEARCH when the vacancy described here has been filled so that it may be removed from the active list.

Signature _____ Date _____

DETACH AND MAIL TO: NEA*SEARCH, Department V, 1201 - 16th Street, N.W., Washington, D.C. 20036.

Form T—Candidate's Questionnaire

(Elementary and Secondary)

1 *Name* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Last name, COMMA, first name, space, middle name (or initial)

LEAVE BLANK
NEA SERIAL NUMBER ☐☐☐☐☐

2 *Number and Street* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Leave space between elements. Abbreviate as necessary.

See LIST B and write the 2-letter code here. ↓ IMPORTANT

3 *City* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ *State/Region* ☐☐ *ZIP* ☐☐☐☐☐
If outside of U.S., write name of country here:
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Note to keypuncher: Pick up 2nd card.

4 *Telephone Number* ☐☐☐ ☐☐☐ ☐☐☐☐ (Area Code)

5 *Year of Birth* 19☐☐

6 *Title & Sex* ☐
1 Miss
2 Mrs.
3 Dr. (Female)
4 Mr.
5 Dr. (Male

7 Optional — *If you would consider a position in a school other than public (independent, proprietary, parochial, etc.), put a "1" here* ☐

8 *Indicate the type of school district (see below) in which you would like to teach. Put the number here* ☐
1 Urban 2 Suburban 3 Rural 4 Combination

WEIGHTING: In Items 9, 10, 12, and 15, weighting permits you to express how strongly you feel about your choices. Numerical weights of 3, 2, and 1 allow you to state a relative preference between or among your selections, or the importance of a single selection.
WEIGHTS: **3** *I strongly prefer it.* **2** *I prefer it.* **1** *I will accept it.*

9 *Geographic Preference: Select up to 3 from LIST B, and put the code letters here* ☐☐ and WEIGHT ○ ☐☐ and WEIGHT ○ ☐☐ and WEIGHT ○

10 *Special Programs: If you would prefer to work in a program that can be described by one or more of the options listed below, put the numbers here* ☐ and WEIGHT ○ ☐ and WEIGHT ○
1 Experimental 2 Disadvantaged 3 Ungraded 4 Combination

11 *Grade level: Select level you prefer from list below and put the number here* ☐
1 Elementary (K-6)
2 Middle School (6-8)
3 Junior High (7-9)
4 Senior High (10-12)
5 Secondary (7-12)
6 Combined El/Sec (avoid this choice if possible)

12 *Subject/Position: Indicate the subject/position you would like to teach/fill in your next job. Select up to 4 from LIST A, and put the code numbers here* ☐☐☐ and WEIGHT ○ ☐☐☐ and WEIGHT ○ ☐☐☐ and WEIGHT ○ ☐☐☐ and WEIGHT ○

For special administrative fields, e.g., "Art Supervisor," select administrative level (175) followed by subject (052) and give them the same weight.

13 *Experience*
a. *Select from LIST A, the subject(s)/position(s) you have taught/filled and put the code numbers here* MOST RECENTLY ☐☐☐ EARLIER ☐☐☐

***Note** to keypuncher: Pick up 3rd card*

b. Indicate total number of years of *teaching* experience, including current assignment, here (for 9 or more years, write 9) ☐
(Exclude practice teaching.)

c. Indicate total number of years of experience, if any, in *other* areas of the profession here (for 9 or more years, write 9) ☐

14 *Education: Indicate highest educational level attained or degree expected by August next. Select from list below and put the number here* ☐
1 Two years of college
2 Bachelor's degree
3 Bachelor's + 18 hrs.
4 Bachelor's + 30 hrs.
5 Master's degree
6 Master's + 30 hrs. (or prof. diploma)
7 Master's + 60 hrs.
8 Doctorate

15 *Salary: Indicate minimum annual salary you request here* VERY IMPORTANT $ ☐☐☐☐☐ and WEIGHT ○

16 *Certification: Indicate below the teaching certificates you hold or are qualified to hold, and in what states.*
1 Elementary
2 Middle School
3 Junior High
4 Secondary
5 Vocational
6 Standard or Regular or Combined El/Sec
7 Admin. and/or Supv.

LIST B Code
Type ☐ State ☐☐ If pending, put a "1" here ☐
Type ☐ State ☐☐

17 *If you have completed or are completing a teacher preparation program, put a "1" here* ☐

18 *If you have experience in any of the areas listed below, select up to 4 and put the numbers here* ☐
1 Programs for disadvantaged
2 Publication/journalism
3 Fine arts
4 Counseling
5 Adult Education
6 Administration
7 Recreation/coaching
8 Experience outside of U.S.
9 Community youth program / summer camp
0 Peace Corps/VISTA/ Teacher Corps

19 Optional — *You may indicate your ethnic identification. Select from list below and put the number here* ☐
Do so only if you think it will be to your advantage. (Many schools are now requesting minorities.)
1 American Indian 2 Cuban 3 Mexican American 4 Black 5 Oriental 6 Puerto Rican

20 *Indicate the status of your availability to enter active employment. Select from below and put the number here* ☐
1 I am available now. 2 I will be available at the beginning of the next normal school year.

21 Optional — *(Does not apply for prospective teachers.) You may request that your name be kept from your present employer. If you do, fill in below.*

School District ZIP ☐☐☐☐☐ ← *VERY IMPORTANT*

Please read and sign in the applicable space below. Enclose appropriate fee; make check or money order payable to NEA*SEARCH. Detach Form T and mail with fee to NEA*SEARCH, Department 80, 1201 - 16th Street, N.W., Washington, D.C. 20036.

(DO NOT DETACH) (DO NOT DETACH) **T**

I certify that these data are correct to the best of my knowledge and that the appropriate fee is enclosed. I understand that NEA*SEARCH accepts no liability and offers no assurance of matches, but will give me up to 10 contacts for which I qualify. I understand that NEA*SEARCH cannot make refunds. On accepting a new position, I will notify NEA*SEARCH so that it may remove my name from its list of available candidates.

Signature _____ Date _____

Optional for Nonmembers. I also wish regular membership in the National Education Association and enclose a separate check/money order for $15 (check here) ☐ thereby entitling me to the $8/$10 NEA* SEARCH registration fee. (Students: Check with the Student NEA chapter on your campus re membership.)

SEARCH fee schedule for job seekers

The NEA*SEARCH registration fee is $10 for NEA members and $25 for nonmembers for the hiring season ending in September 1970. Student NEA members may register for $8 and student nonmembers for $15.

Nonmembers of NEA may join the Association at the time they register with NEA*SEARCH by enclosing a separate check or money order for the membership fee ($15), thus taking advantage of the NEA*SEARCH special registration rate reserved for NEA members. (This offer does not apply to teachers in states which have unified membership.)

List A Subject/Position

(The program is **NOT** equipped to handle positions in higher education.)

To express your educational background, experience, and job choice, select the item which comes closest to the one you want.

Elementary

010—All, K-8; **011**—K; **012**—Grades 1-3; **013**—Grades 4-6; **014**—**Grades** 7-8; **020**—Art; **018**—Math; **021**—Music Gen.-Specialist; **023**—Music-Instrumental; **031**—Phys. Ed.; **019**—Science.

Junior High

051 — General/Multisubject; **047** — Art; **092** — English; **091** — Home Economics; **089**—Industrial Arts; **097**—Mathematics; **059**—Social Studies; **060**—Science.

Special Education

030—Behavioral Disorders; **026**—Deaf and Hard of Hearing; **029**—Gifted; **032**—Learning Disabilities; **022**—Mentally Retarded; **024**—Physically Handicapped; **027**—Remedial Reading; **028**—Speech Correction.

Other Specialties and Miscellaneous

003 — Counselor; **007** — Counselor-Elementary; **005**—Counselor-College Admissions; **004**—Counselor-Voc. Guidance; **001**—Preschool; **002**—School Librarian; **006**—School Social Worker; **016**—School Psychologist; **017**—School Nurse; **015**—Curriculum Specialist; **025** — Computer Technician; **008**—Adult Education; **009**—Religious Education; **035**—AV Building Coordinator; **034**—Educational Media; **036**—TV Production/Utilization; **037**—AV Graphic Production; **038**—Photography (Still/Motion); **039**—TV Teacher.

Secondary

050 — General/Multisubject; **052** — Art; **062** — Biology; **081** — Business Education; **063**—Chemistry; **071**—Coaching-Baseball; **072**—Coaching-Basketball; **073**—Coaching-Football; **074**—Coaching-Gymnastics; **075**—Coaching-Swimming; **076**—Coaching-Track; **077**—Coaching-Wrestling; **094**—English as Foreign Lang. (TEFL); **064**—Earth Science; **044**—Economics; **093**—English; **053**—French; **061**—General Science; **043** — Geography; **054** — German; **042** — Government; **069**—Health Education; **041**—History; **058**—History-Black and/or Afro-American; **090** — Home Economics; **099** — Humanities; **100** — Industrial Arts-Gen.; **101**—Industrial Arts-Woods; **102**—Industrial Arts-Metals; **103** — Industrial Arts-Electricity-Electronics; **104**—Industrial Arts-Drafting; **105**—Industrial Arts-Automotive/Power; **106**—Industrial Arts-Crafts; **107**—Industrial Arts-Graphic Arts; **095**—Journalism; **055**—Latin; **098**—Mathematics; **066** — Music-General; **067** — Music-Instrumental; **068**—Music-Vocal; **070**—Phys. Ed.-Gen.; **078**—Phys. Ed.-Athletic Director; **065**—Physics; **048**—Psychology; **056**—Russian; **049**—Safety/Dr. Ed.; **046**—Senior Problems; **040**—Social Studies; **045**—Sociology; **057**—Spanish; **096**—Speech/Drama; **080**—Voc. Ed.-Gen.; **083**—Voc. Ed.-Agriculture; **084**—Voc. Ed.-Auto; **082**—Voc. Ed.-Distributive; **085**—Voc. Ed.-Electronics; **086**—Voc. Ed.-Metals; **087**—Voc. Ed.-Woods; **081** — Voc. Ed.-Office Practice; **090**—Voc. Ed.-Home Economics.

Administrative and Supervisory

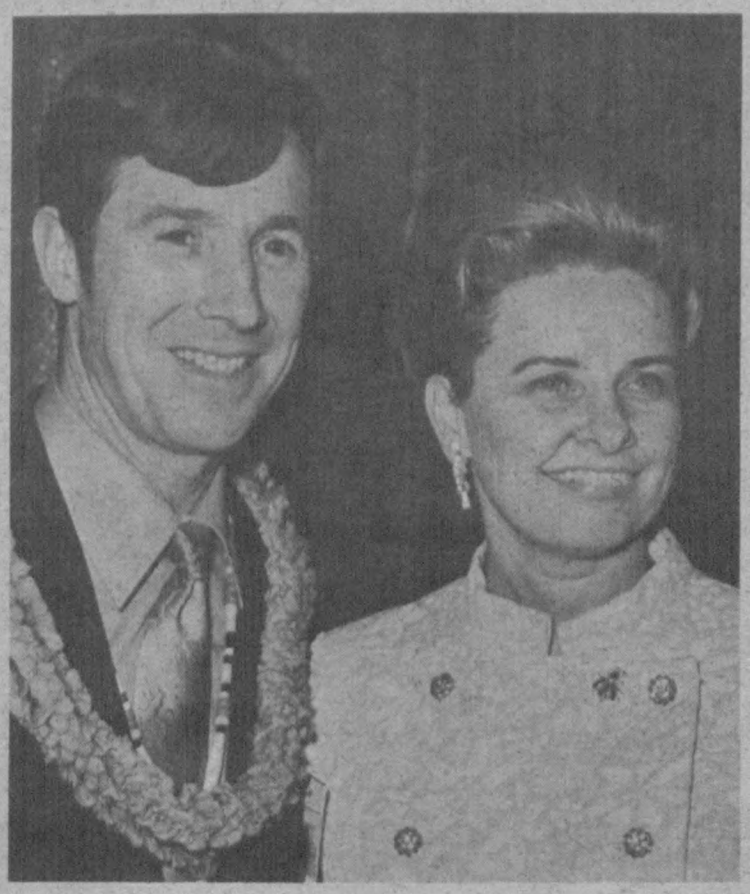
175—Supervisor; **176**—Department Head; **177** — Consultant/Specialist/Coordinator; **178**—Director; **179**—Superintendent; **180**—Assist. Superintendent; **181**—El. Principal/Headmaster; **182**—Mid. Sch. Principal/Headmaster; **183**—JH Principal/Headmaster; **184** — SH Principal/Headmaster; **185**—El. Assist. Principal/Assist. Headm.; **186** — Mid. Sch. Assist. Princ./Assist. Headm.; **187**—JH Assist. Principal/Assist. Headm.; **188**—SH Assist. Principal/Assist. Headm.; **189**—Federal Coordinator; **190**—Intergroup Relations Coordinator.

Report on the 108th NEA Convention

nea reporter

Published by the National Education Association

Vol. 9, No. 6 | July 24, 1970 | 7 | Washington, D.C.



NEA's new president-elect and president

Donald E. Morrison, a San Diego history and social studies teacher, was chosen vice-president and president-elect of NEA at the San Francisco Convention. Helen Bain, who was elected last year, took over as NEA president at the end of the Convention, succeeding George D. Fischer. The delegates also elected two Executive Committee members: Nick Duff and Wade Wilson. A list of new officers appears on page 7.

Delegates decide

Con Con, yes UniServ, yes

Delegates to the 1970 NEA Convention in San Francisco voted to reshape the organization of the united teaching profession. After debate that stretched over two days, the delegates approved a plan calling for several sessions of a Constitutional Convention, for review of the proposed constitution by all NEA affiliates, and for final approval of the new constitution by the 1972 NEA Representative Assembly.

The plan, as approved by the delegates, will cost an estimated $750,000. It calls for:

• **Naming a Con Con drafting committee.** The drafting committee will be made up of 15 members. The members of the committee will be appointed by the Association of Classroom Teachers (three members), the NEA Board of Directors (three members), the National Council of State Education Associations (three members), the National Council of Urban Education Associations (three members), ACT Forum (one member), the National Council of State Teachers Associations (one member), and the National Committee of Educators for Human Rights (one member).

The drafting committee "shall be responsible for drafting a proposed constitution incorporating, but not limited to, the following procedures:

"a. Provision for broad-based input prior to drafting to the Constitution will include widely publicized open hearings in each of the established NEA regions for the purpose of providing input by individual members and affiliated local and state associations; and

"b. Provision for broad-based input from official consultants who represent a wide cross section of society and the profession; and

"c. Circulating the draft widely to individual members and affiliated organizations; and

"d. Submitting to each Constitutional Convention delegate a copy of the official draft at least 30 days prior to the convening of a Constitutional Convention."

• **Naming a Con Con steering committee.** Made up of 15 members appointed by the same groups as the drafting

(See CON CON, page 6)

Delegates to the San Francisco Convention approved a budget that includes $1.6 million for UniServ—a new program of direct services to teachers and their local education associations.

UniServ's aim is to place a full-time worker in the field for every 1,200 educators in the nation. The budget approved in San Francisco will assist in placing some 180 UniServ representatives into local areas this year.

In addition, the NEA Board of Directors and the Budget Committee have recommended that every eligible UniServ unit be funded even if the total exceeds the allotted $1.6 million.

UniServ representatives will provide negotiation and communication skills at the local level, Ken Melley, NEA UniServ director, told the Convention. "UniServ will place a trained and skilled negotiator at the table on behalf of teachers—facing down the school board's hired gun, and working with expertise for teachers."

Melley also said that UniServ representatives will act as two-way communicators—"to guarantee that state and national education associations hear from their members at the local level and are more responsive to local needs; and also to guarantee that the powers and resources of the state and national groups are quickly and efficiently mustered to meet local needs wherever they occur."

He added that UniServ representatives will be responsible for administering "the whole range of policies and programs established by the local association, from business management to economic services and benefits; from forming and assisting political action groups to making available to the teacher in the classroom the latest research on the improvement of instruction."

UniServ's main job will be to set up service units in unified local associations in unified states, Melley said. But, he added, some $200,000 will be used to set up UniServ "readiness" units in unified locals in nonunified states.

This emphasis on serving unified states was attacked by

(See UNISERV, page 8)

Convention at a glance

Delegates approved a plan to reshape the structure of the organized teaching profession via a **Constitutional Convention** (details begin on this page) . . . They also approved a $1.6 million budget for **UniServ,** a new program of direct services to members (this page) . . . . They choose **Don Morrison** as president-elect (photo, this page) and elected other **new officers** (page 7) . . . . Delegates okayed a resolution urging that some **federal aid programs** be limited to public schools (this page) . . . . They acted upon a series of **resolutions,** covering such topics as police-community relations, national priorities, Human Relations Day, professional negotiation, the metric system, and teacher salaries (page 8) . . . . A **Bill of Teacher Rights** was presented at the Convention (page 2) . . . . **Human relations awards** were presented to more than a dozen persons and groups (page 2) . . . . Outgoing **President Fischer** predicted a billion-dollar budget for the united teaching profession within 10 years (page 3) . . . . Incoming **President Bain** called on teachers to become reasoning activists (page 4) . . . . Delegates rejected 10 of the 17 **bylaw amendments** presented to them (page 4) . . . . **The Association of Classroom Teachers,** meeting prior to the NEA sessions, stressed grass roots involvement of members, passed a series of resolutions, and picked Jim A. Roady as ACT president-elect (page 5) . . . . Conventioneers heard concerns about the **environment, reading, the year-round school, and paraprofessionals** (page 6) . . . . **Executive Secretary Lambert** reported on the Association's vigor and commitment (page 7).

Policy actions

Delegates alter federal aid stand

Delegates to the 1970 NEA Convention approved a resolution urging that federal aid to nonpublic elementary and secondary schools be cut off and that the aid, "either direct or indirect . . . be expended solely for the support of public schools." The limitation is not intended to apply to federal school lunch and milk programs, the resolution explained.

The 1969 NEA Representative Asesmbly rejected by a slim margin an attempt to insert the "public school" limitation. But this year's reversal came on a voice vote so decisive that a head count was not required.

At present, many children in parochial and other nonpublic schools are aided through various federal programs earmarked for specific purposes, including parts of the Elementary and Secondary Education Act. This approach has been called the "child benefit theory" or "helping children where they are." NEA had in recent years broadened its traditional philosophy of federal aid to public schools to encompass the child benefit approach when applied with adequate safeguards, and the Association's legislative arm in Washington has been active in implementing this expanded philosophy.

Prominent among the reasons delegates advanced this year for limiting the federal aid resolution was the fear that funds may help subsidize the many white private schools that have sprung up in the South in the wake of desegregation.

The NEA action on federal aid was one of some 80 resolutions adopted by the 7,155 delegates to the 108th annual Convention. One resolution endorsed busing of "some students" in order to implement a "variety" of desegregation arrangements, including geographic realignment, pairing of schools, and grade pairing.

More than 10,800 persons

(See DELEGATE, page 8)

Top priority goal

Bill is presented on teacher rights

A proposed Bill of Teacher Rights, designed "to prevent arbitrary, capricious, discriminatory, unfair, or inequitable acts against teachers regardless of the source," was presented to the 1970 NEA Convention.

George D. Fischer, outgoing NEA president, said the draft which he presented to the Association's Representative Assembly is an attempt "to enumerate the unspoken and often unknown; to codify that which may not yet exist in legislation or statutes; to declare for teachers rights and privileges which have long been reserved to government bodies or their authorized agents."

During the coming year, local, state, and national affiliates will refine the draft.

The bill had been one of Fischer's top priority goals. It is based upon the principle that "teachers who teach free citizens must likewise be free in all aspects of their life."

"This bill," Fischer said, "must be a major instrument in forever dispelling the denial of teacher rights. All engaged in the educational processes must be made aware of the rights of the teacher. Governmental authorities and school administrators must not, either through accident or design, abridge or deny these rights. Parents and citizens must not, through economic or political pressure, self-interest or prejudice, abridge or deny the rights of teachers. And lastly, teachers must not, through ignorance or fear, acquiesce when their rights are abridged, abrogated, or denied."

As an individual and citizen, the bill states, the teacher has the right to do such things as lobby and organize political action groups; run for and serve in public office "in the absence of an overriding conflict of interest"; become involved in helping solve social and economic problems; "forcefully and publicly dissent, criticize, and to express, communicate, and advocate change"; and "be in a minority and to collectively oppose the majority by expressing and espousing unpopular causes and conclusions whether they be right or wrong."

The rights of a teacher as a professional, the report says, include the right to teach controversial issues within his subject area, presenting differing points of view, including his own; use any reasonable means to maintain discipline; and exclude a student when his behavior is such as to seriously disrupt the learning process.

"The student's freedom to learn is dependent upon the teacher's free exercise of his professional skills in presenting ideas and information to his class," a statement of "basic premises" behind the Bill of Teacher Rights explains. "His rights as a person with professional status are exercised when he vigorously pursues the truth of a matter in his presentation to the student, no matter how controversial the subject matter or ideas. He has the right to criticize the textbooks, to bring outside material into the class to supplement standard materials, and to express opinions and differing points of view on subject matter under discussion."

The teacher has the professional right, the background statement explains, not only to exclude a disruptive student who prevents others from learning but also to expect help from the administration to cure the problem.

It is imperative for the teacher "to be accorded an effective role in the planning of educational facilities and curriculum," the statement says.

Teacher rights as an employee should include the right "to the expectancy of continued employment following entrance into teaching in the absence of a showing of good cause for the teacher's dismissal."

Education associations should have the right to exclude persons whose interests and involvement would be contrary to the association's purposes, but the teacher should also have a right to refuse to join an association if he disagrees with its goals. However, the statement continues, "he may be required to share the expenses of negotiation if that association is authorized to represent him as a member of a negotiating unit."

Convention reports available

The following filmed and taped Convention reports are available by mail:

- **NEA Convention Highlights, 1970,** a color filmstrip with taped narration portrays selected highlights of the Convention. Accompanying printed materials will help answer questions or amplify discussion of resolutions, bylaws, and other business of the meeting. The package will be ready for delivery by August 14 and may be ordered for $7 each (Stock No. 388-11720) from the Publications Division at NEA Center.
- **NEA Proceedings.** A volume of the major addresses and proceedings of the Convention is mailed to all life members who request it (to others, the volume is available from the NEA Publication-Sales Section for $5).
- **Today's Education Forum.** A free, hour-long recording of significant portions of the Convention and on-the-spot interviews will be sent to full-year subscribers to *Today's Education Forum*, a new service of monthly cassette recordings. For further information write to Today's Education Forum, 23434 Industrial Park Court, Farmington, MI 48024.

'Julia' TV actors win human rights awards

Two eight-year-olds, Marc Copage (left) and Michael Link (right), received Human Relations Awards from NEA's Center for Human Rights during the 1970 Convention. Marc plays Corey Baker on the "Julia" TV show; Michael portrays Earl J. Waggedorn. The awards are given annually to those who encourage multi-ethnic and multi-racial education activities. With them is Wade Wilson, NEA Executive Committee member.

At Convention sessions

Human relations crisis predicted in education

Human Relations Day was Thursday of Convention week.

At an open hearing of the NEA Human Relations Center on Thursday morning, Margaret Fischer, member of the NEA Human Relations Council and former business education teacher in Des Moines, told of many discriminatory conditions in Mississippi. She was one of an NEA team that visited Mississippi last year to gather facts about the effects of desegregation there.

Others speaking at the open hearing included the editor of *The Autobiography of Malcolm X*, Alex Haley, who warned that "if you don't deal with reality, reality will in time deal with you."

Walter J. O'Brien, chairman of the Council of NEA's Center for Human Relations, said at a noon press conference following the open hearing:

"It now seems inevitable that a new human relations crisis in public education will emerge this year. For the first time, extensive desegregation will be an accomplished fact throughout the South. Blacks and whites will be sitting under the same roof. The long, agonizing struggle to bring the two races together will be complete in many places. But the potential exists for the evils of hatred and discrimination to turn desegregation into humiliation for thousands of blacks."

In the evening, 13 men, women, children, and education associations received recognition at the Fourth Annual Human rights Awards Dinner.

Charles L. Butler, principal of Collins Elementary School in Augusta, Georgia, and Mrs. Thelma Davis, reading specialist in Griffin, Georgia, received the H. Council Trenholm Memorial Awards for leadership in unifying the profession.

Four Abraham Lincoln Awards were presented to honor persons who exhibit the basic spirit of Lincoln in service to their fellow men. One of these awards went to Aaron Henry, president of the Mississippi Branch of the National Association for the Advancement of Colored People, Clarksdale, Mississippi. A leader in the civil rights movement, Henry was arrested with the late Martin Luther King in 1966 and was the first black man to speak at the University of Mississippi and Mississippi State College.

Other awards

Leon Panetta, controversial ex-civil rights director who was forced to resign that post in the U.S. Department of Health, Education and Welfare because of his conflict with the Administration over desegregation, also received the Abraham Lincoln Award.

Another Lincoln Award was given posthumously to Mrs. Ruth Trigg, former president of the NEA's Association of Classroom Teachers. A special education teacher in Barrington, Illinois, Mrs. Trigg established programs for teaching educable retarded children in Missouri and Illinois.

Mrs. Hazel Brannon Smith, editor and publisher of the militant *Lexington Advertiser*, Lexington, Mississippi, and 1964 Mississippi Woman of the Year, also received the Lincoln Award.

The Carter G. Woodson Award, given for leadership in promoting Negro History Week, was accepted by George Norman, creator of *Black Odyssey*, a collection of 200 photographs and sculptures which portray the "struggles, tears, heartaches, and contributions of the black man to humanity."

NEA-CHR Human Relations Awards, given to those who encourage multi-ethnic and multi-racial educational activities, were presented to Chief Carl McLean, director, American Indian Arts and Crafts Center, Portland, Oregon, and to Adalberto Guerrero, curriculum specialist, Pima College, Tucson, Arizona, and to eight-year-olds Marc Copage (Corey Baker) and Michael Link (Earl J. Waggedorn) of NBC-TV network's "Julia" show.

Two new awards were added to this year's tributes. They were named in honor of Rosena J. Willis, assistant director for CHR's intergroup relations, who died last March. The Rosena J. Willis Memorial Awards, honoring local and state education associations for outstanding human relations programs, went to Houston Teachers Association and Michigan Education Association.

The Houston association, under the leadership of Mrs. Valrie E. Johnson, has established a series of workshops for teachers assigned to desegregated schools. The Michigan association has promoted black history through the graphic arts exhibit, *Black Odyssey*, conducted local and state conferences on human relations, and established a Minority Affairs Division to improve human relations in the state.

Within 10 years

Billion-dollar budget foreseen by Fischer

A billion-dollar annual budget for the united teaching profession within 10 years was predicted by retiring NEA President George D. Fischer in his address to the Convention.

"Membership will be more than three million, possibly four million," he said. "The profession will become the largest as well as the most influential group in America. We will pay an annual dues of one percent of each teacher's annual salary. At $25,000, this will mean $250 unified dues, which will give the united teaching profession one billion dollars a year to elevate the status of educators and education."

An organization of this unparalleled magnitude will use its influence "for the good of the children and a better life for all Americans," Fischer said. A Presidential cabinet member will represent education, and the teachers organization will help select and retain him. The U.S. President will consult the organization "on all issues of national importance." Fischer added that he believes that within 10 years the organization will control the qualifications for entrance into the profession and for remaining in the profession.

In reviewing the past year's events, Fischer referred to the 12 points of his program:

1. Establishment of the Uni-Serv program, calling for a shared staff to work in the field, supported by local, state, and national associations.

2. Drafting of a Bill of Teacher Rights. Delegates considered a first draft, and during the coming year local, state, and national membership will refine this document.

3. Publication of significant cases in teacher rights legislation. Fischer reported that two documents, one designed for lawyers and one for laymen, will be distributed next year. He predicted that publications "will do much to prevent attempts to abridge or deny teacher rights."

4. Passage of a professional negotiation bill. While this has not been achieved, the bill has made progress toward active consideration by the Congress.

5. Passage of a general aid bill of $7.8 billion, to be divided equally between general classroom aid and teachers' salaries. This bill has not yet been passed, but Fischer pointed out that NEA's legislative effort has been tremendous during the past year "in the face of an administration which obviously places a low priority on education."

6. Taking over governance of the profession. "A model Professional Practices Act has been developed, and work has begun to secure passage of the act in each state. The profession will then control who enters, who stays, and who leaves the profession . . . . also we can control the teacher training institutions."

7. Providing services to administrators. Negotiations help and other services are now being offered school administrators by the NEA. Plans for providing considerably more assistance to elementary and secondary principals are under way.

8. Merging dual associations. Merger has been completed in 16 states. However, the Executive Committee, as directed by the Representative Assembly, was forced to expel two state associations, the Mississippi Education Association and the Louisiana Teachers Association. Work goes on to bring all mergers, including local mergers, to successful completion.

"Related to concern about merger, I promised an extension of the DuShane Emergency Fund and a more active, aggressive, and effective use of the members' dollars in defense of teachers' professional and civil rights. During the past year, the DuShane Fund reached an all-time high in assistance to teachers throughout the country . . . . We will not relax until we have the laws, the legal force, and the money to ensure that not a single teacher can ever again have his rights abridged by some arbitrary or capricious school board."

9. Progress toward unification. Unified states now number 28½, and the report of the Freeman Committee on Services to Unified States will be used to further the unification of the teaching profession.

10. Achieving power through politics for the benefit of every American child. "Since every decision which we live by, teach by, is a political decision determined by elected politicians, we must begin to influence the forces which control our functions, our finances, and our future. . . . Even our greatest political enemies understand the ballot box."

Fischer added: "It's tragic that the federal government should be more interested in supersonic aircraft, public highways, and new airports than in giving 50 million young people better educational tools to develop the economy."

11. Reforming the Association. Fischer referred to the present governance structure of NEA and to the proposal for a Constitutional Convention.

(A report of action of the delegates on Con Con appears beginning on page 1 of this issue of NEA REPORTER.)

12. Setting up the Ideal School Project. Project Urban Upswing for the city of Indianapolis, Indiana, was announced at the meeting. This project is designed to develop a process for the involvement of community and faculty and students in providing a "truly meaningful education for all the children in this urban community." This project is the beginning of work on the design of a new program for urban education.

"There is a great deal more to do and many challenges yet not met. Fortunately, we have a membership which does not shirk the responsibility and duties imposed upon them," NEA President Fischer concluded.

President Fischer speaks to the delegates

"I think the united teaching profession of the future will guarantee teachers status and respect in the community on a par with the most learned professions," George D. Fischer, outgoing NEA president, told the Convention. "The end result of our effort is that every child in America will have an opportunity for the beautiful, delightful experience of going to school and having his curiosity and his attitude toward learning excited to the point where he can get freely and easily all the education he wants and can take."

Hawaii teacher strike law called breakthrough

Hawaiian teachers now have the same right to strike as private employees, and they can do so "without any legal or ethical doubts," declared Susumu Matoi, president of the Hawaii Education Association, at an NEA Convention press conference. HEA had worked for the passage of the legislation.

The new Hawaiian law will not result in more strikes, but will encourage bargaining in good faith, he said. "In the event we should ever be unable to reach agreement—if mediation and arbitration should fail—it is comforting to know that our teachers have the right to strike."

Applying to all public employees in the state, the law is the first state law to legalize strikes, under certain conditions, for public employees. It also mandates agency shops. Employees in the bargaining units who choose not to join the recognized employee organization must contribute a "reasonable" amount to that organization to help defray the costs of contract negotiation and administration.

NEA General Counsel Robert H. Chanin said at the press conference that the Hawaiian law is "a major breakthrough in the field of public employee bargaining and in certain respects it is the most progressive public employee law ever enacted in the nation."

He reported that Vermont has also adopted right-to-strike legislation and that Pennsylvania and New Jersey are now considering such laws. He added that 15 states have good collective bargaining laws for teachers, and he predicted that at least three-fourths of the states will probably have comprehensive mandatory bargaining laws covering public school teachers within the next five years. Some of these laws, he said, will legalize the strike for public employees.

NEA Resolution C-48, Withdrawal of Services, calls for mediation, fact-finding, arbitration, political action, and sanctions to resolve impasse between a bargaining unit and a school board. Then it adds this statement: "The Association believes that these procedures should make the strike unnecessary and recommends that every effort be made to avoid the strike . . . ."

An NEA-sponsored teacher negotiation law now before Congress calls for third-party intervention to resolve negotiation impasses. Chanin explained that if a mediator is unable to work out a mutually acceptable agreement, a fact finder takes over with power to subpoena testimony and documentary evidence and make recommendations for settlement.

"A strike would be permitted," he pointed out, "only in the rare instances in which this impasse machinery has been exhausted and the dispute has not been satisfactorily resolved. An injunction could not be issued unless the strike posed a clear and present danger to public health or safety."

If enacted, the federal legislation would represent the first full-scale effort by the federal government to regulate employment relationships between state and local governments and their employees. It would directly affect nearly two million teachers and other professional staff and more than 100,000 school board members. States having negotiation statutes essentially like the federal one could operate under their own law, while states with laws not meeting federal standards could either strengthen their laws or opt to come directly under the federal act.

An NEA Research Divison report released at the Convention shows that 171 teacher strikes in the 1969-70 school year have been confirmed, and the final total is expected to be a bit larger. In 1968-69, there were 131 teacher strikes. Some observers have predicted there may be more than 300 during the coming school year.

nea reporter

Published monthly (except August, December, and June) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

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EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

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Helen Bain speech

New president calls for reasoning activism

"We must be reasoning activists, faithful to our profession and sensitive to the political facts of life," new NEA President Helen Bain told delegates the final night of the 1970 NEA Convention. "Whether we like it or not," she said, "education is in the political arena. It is imperative that we tool up our political might to defend the right of every child to be given an equal chance to grow."

"From here on," Mrs. Bain said, "you and I and the NEA must amplify the voice of education. We have a major positive role to play in restoring our nation to health and bringing education to its full potential.

"We will be neither so 'reasonable' as to acquiesce to the status quo nor so irrational as to try to impose instant perfection."

The new NEA president cited local associations' use of the strike as "the clearest example of what I mean. As teachers," she said, "we believe that strikes are distasteful. We are pleased that for every strike, 20 contracts are negotiated professionally.

"But," she went on, "the NEA has learned and told its membership . . . that sometimes it is necessary to strike . . . . In strikes as in every other political action we take, we have to determine and take the action that will further our professional goals and standards for education and for our own legitimate interest—which is the welfare of the youth of America."

Mrs. Bain listed five specific priorities for action—"priorities that offer us even more opportunities than problems in the critical days ahead." The priorities, she said, are:

First—We must secure a professional negotiation law in every state.

Second—We have to secure laws in every state which provide teacher autonomy.

Third—We have to lead the fight to get adequate financing for the schools.

Fourth—We have to find the way to achieve meaningful and significant student involvement in our society.

Fifth—We have to create truly effective human relations centers in every community.

"The NEA will be in the forefront to make education relevant and to provide the kind of educational opportunity every person needs and deserves," President Bain concluded. "We can, we will succeed."

Remarks by new President Helen Bain are recorded during the Convention by NEA staffer David Dale. Nearly 600 radio stations called during the week to receive taped news reports prepared by NEA.

NEA, Mississippi teachers enter court cases

NEA and the Mississippi Teachers Association have joined teachers as party plaintiff in two separate federal court actions on behalf of teachers who were allegedly not reemployed for racial reasons without receiving notice or opportunity for a fair hearing, it was announced during the Convention.

Complaints were filed against the Columbus Municipal Separate School District in Lowndes County and the Starkville Municipal Separate School District, Oktibbeha County, and school system officials in the U.S. District Court for the Northern District of Mississippi, Eastern Division, at Oxford.

The Mississippi cases come on the heels of major NEA task force investigations and reports on school desegregation and treatment of black educators in both Mississippi and Louisiana. The reports showed that many black teachers, principals, and other educators have been fired, demoted, or otherwise treated inequitably in the process of desegregation.

The complaints allege that arbitrary minimum teacher test score requirements were not reasonably calculated to determine teacher competence and further served to discriminate against and exclude black teachers from the two school districts.

Freedom of choice

The Columbus school system, which opreates under a "freedom of choice" pupil assignment plan, required new teachers hired after spring 1969 to take the National Teacher Examinations (NTE) which are administered four times a year by the Education Testing Service of Princeton, New Jersey.

In a similar case challenging the use of the National Teachers Exam in West Feliciana, Louisiana, now pending in the Fifth Circuit Court of Appeals, NEA entered as "a friend of the court," contending that the application of the NTE was part of an illicit plan forbidden by Louisiana's tenure act.

The Starkville school system, on the other hand, requires that all of its teachers must as a condition of further employment possess one of the following before the beginning of the 1970-71 school year: a Class AA Mississippi teaching certificate, a master's degree in any field, a minimum combined score of 750 on verbal and quantitative sections of the Graduate Records Exam (also administered by ETS of Princeton, New Jersey), or a ranking in the 60th percentile or higher on the same exam in education or in the teacher's special subject matter.

The district court, on February 5, 1970, ordered the Starkville school system to desgregate pupils, faculty, and staff and eliminate effects of the dual school system. At the same time, the order provided that where there was to be a staff reduction those "to be dismissed or demoted must be selected on the basis of objective and reasonable non-discriminatory standards" on the basis of "non-racial objective criteria."

Of 59 black teachers, at least 17 were unable to meet the conditions and have not been reemployed.

Three other counts

In addition, the Starkville complaint includes three other counts on behalf of specific educators. It alleges that Creed Buck, a black principal for 11 years, has not been reemployed for racial reasons. It asserts that officials of the school system considered him qualified to serve as principal of a black school but not of a dual school system as established by the previous court order in February. The complaint also alleges that his wife, a fifth-year teacher, was not reemployed because of race and the fact that she criticized the system's treatment and handling of black educators.

The fourth count against the school system is on behalf of Jeannette Peterson and Carolyn Reeves, both white first-year teachers in all-black schools, who allegedly were dismissed because each "has been actively concerned with the educational needs and advancement of her black students and accordingly has been actively associated with Negro teachers, parents, and students and has been an active member of the predominately Negro Starkville Teachers' Association."

Both court actions are being financed by the NEA DuShane Emergency Fund, which was established to ensure the fair and equitable treatment of all educators in their civil, human, and professional rights.

NEA will investigate Kentucky school funding

NEA's National Commission on Professional Rights and Responsibilities, meeting during the 1970 NEA Convention, announced that it would investigate a charge that Gov. Louie B. Nunn and the 1970 Kentucky General Assembly "have failed in their responsibility" to the schools.

The commission said that NEA would look into allegations made by the Kentucky Education Association. KEA charged that the state has failed "to provide sufficient funds to support the public schools of the Commonwealth" and has "impeded local effort, on the part of school boards and the organized teaching profession, to improve the quality of public education."

KEA has pointed to deficiencies in Kentucky education in such areas as kindergarten and prekindergarten education, special education, instructional materials, expenditures per pupil, teacher salaries, pupil-teacher ratio, and school plants.

Teacher dissatisfaction with education triggered a statewide teacher strike during the past school year. Lasting from February 23 through March 2, it involved about 24,000 of Kentucky's 32,000 public school teachers and 118 of the 193 school systems. The strike subsided in the wake of a rash of court injunctions, but KEA called upon its parent organization, the 1.1 million-member NEA, to make a thorough investigation of the schools.

PR&R's decision to authorize the investigation has been preceded by a preliminary study to determine whether a full-scale investigation was warranted. The preliminary steps have also included an invitation to Governor Nunn to answer charges posed by KEA.

The investigation will be made by a team of educators from outside the state. Hearings will start not earlier than September 15, 1970.

Convention delegates reject 10 of 17 bylaw amendments

On July 6, Convention delegates voted on 17 amendments to the NEA bylaws. They rejected 10 of the 17, perhaps thinking that the Constitutional Convention, which they had already approved, would clarify many of the matters involved.

They approved seven amendments (numbers 3, 5, 6, 7, 8, 12, and 17), including one providing for continuing memberships and for pro rata payment of dues for continuing membership in the first year of a member's enrollment. Other approved amendments provide that an association shall select delegates from its own membership; that the Executive Committee shall be authorized rather than required to fill vacancies in office; that if a vacancy occurs in the office of vice-president, the person filling such a vacancy shall not become president-elect; and that a vacancy in the office of immediate past president and the resulting vacancy in the Executive Committee shall not be filled.

The approved amendments also delete the requirement that the budget be adopted on the last day of the Representative Assembly and change the provisions for the termination of the positions of additional NEA directors.

Among the rejected amendments were ones that would have extended the term of the NEA president to two years; changed the formula for allocation of NEA delegate credentials; provided that the bylaws may be amended without notice by the consent of three-fourths of the delegates; provided student delegates; and deleted the provisions that new life members and associate life members receive without charge the Research Bulletins and the annual volume of proceedings.

Association of Classroom Teachers

Teachers stress grass roots involvement

"Grass roots involvement" was the rallying cry for classroom teachers during the NEA Convention in San Francisco. Delegates to the representative assembly of the Association of Classroom Teachers, June 30-July 1, voiced the demand for more direct participation in educational and professional programs and carried the demand onto the floor of the NEA Representative Assembly which followed.

ACT President Betty I. Buford set the tone of the classroom teacher meeting in an address to some 3,800 delegates. "Classroom teachers no longer believe that administrators, school board members, representatives of higher education, and the lay public know what's best for education," she said. "We now recognize that we are the experts in the teaching-learning process and that, more often than not, we have greater expertise than the so-called experts."

GRIP

The ACT assembly gave "vigorous support" to NEA's newly launched Grass Roots Involvement Program (GRIP), which provides for a consolidation, expansion, and refocus of several major conferences of NEA and its units, including ACT. Delegates recognized GRIP as "a constructive, positive vehicle that will serve to further the goal of greater involvement and communication among the individual classroom teachers, of providing them with more information and knowledge of ongoing programs of the National Education Association, and of strengthening the united teaching profession."

The ACT assembly expressed concern "that the process of unification of the National Education Association is not proceeding as rapidly as desired" and urged NEA to set September 1972 as a deadline "by which date states shall be committed to a plan of unification or be disaffiliated."

Delegates adopted a wide range of resolutions in the areas of public education, federal legislation, improvement of instruction, professional standards, and professional welfare.

In one resolution, ACT recognizes that "the right to dissent is inherent in the democratic system" and supports "the rights of all citizens, including classroom teachers and students, to voice their opinions and/or divergent views in a responsible manner."

In another resolution, ACT calls the concept of differentiated staffing "one of many concepts of school organization and staff deployment that hold promise for enhancing educational opportunities for children and that may provide a means of better utilization of teacher time and talents." The resolution states that any successful design of differentiated staffing "must meaningfully involve classroom teachers and the local professional association from the initial stages of development through implementation and evaluation" and urges local associations to "reject any plan that reflects merit pay for classroom teachers in its salary schedule and/or that does not provide adequate representation of the local association in the development of differentiated staffing proposals."

In other resolutions ACT:

- Calls upon NEA to investigate "all current tendencies to overemphasize a job-analysis, task-oriented approach to certification being espoused under such slogans as 'performance-based criteria' in order to ensure that this practice does not become a movement to deprofessionalize teachers."
- Recommends that classroom teachers work through their local and state associations to formulate, in cooperation with teacher education institutions and state departments of education, "statewide plans for improving and strengthening student teaching programs which include (a) enactment of legislation providing legal status and liability protection for student teachers and state grants to local school systems for student teaching; (b) development of guidelines for qualifications of cooperating teachers and college coordinators of student teachers; (c) establishment of standards for school systems receiving student teachers; and (d) formulation of model agreements to be negotiated by local associations and school boards covering personnel policies and conditions of work related to cooperating teachers and student teachers, association-board-institution relationships, and other issues related to the student teaching program."
- Urges local associations to establish student committees that "work cooperatively with students as they (a) explore the many aspects of education as career opportunities as well as teaching through realistic experiences, (b) develop an understanding of the importance of teachers and the significance of education to society, and (c) serve as active and constructive participants in making their education increasingly relevant."
- Calls upon the NEA president and executive committee to appoint at least one member of a minority group to every appointive body of NEA.
- Decries actions on the part of school administrations and school boards whereby "excellent teachers are dismissed because of their involvement in ACT and other professional organization activities." The resolution states that such action is "an injustice of the most serious nature against the profession" and should be "countermanded with all the resources necessary to protect teachers so victimized and to discourage repetition."
- Expresses concern about evidences of discrimination against women and urges classroom teachers through their local associations to "encourage local school boards to adopt policies guaranteeing equal opportunity for appointment and promotion regardless of sex."

Delegates went on record in support of a proposal for the restructure of NEA which had been endorsed by both the ACT executive committee and advisory council as an alternative to the report of the Committee for the Study of a Constitutional Convention (Con Con). The major distinguishing features of the alternate proposal were (a) provision of a 15-member committee to draft the basic document and (b) ratification by the NEA Representative Assembly in session. Both of these features were included in the Con Con report finally adopted by the NEA Representative Assembly.

The ACT assembly voted to amend the ACT constitution to redefine the term classroom teacher as "any person whose primary responsibility is to work directly with students and who, though an active member of the National Education Association, is not in addition a member of any administrative unit of the education profession, including the National Association of Elementary School Principals, National Association of Secondary School Principals, or American Association of School Administrators."

Another amendment permits ACT regions to hold joint regional conferences.

Delegates rejected amendments to (a) make active membership in ACT available to designated staff members of local and state associations, (b) eliminate the advisory council and establish in its place a national ACT council, and (c) require that regional directors be elected at regional conferences.

ACT president talks with newly elected officers

Donald F. Wilson (right) of Parma, Ohio, 1970-71 ACT president, talks with newly elected national officers of ACT. From left are Jim A. Roady, Yakima, Washington, *president-elect*; Roscoe C. Keeney, Jr., Cedar Grove, West Virginia, *vice-president*; and, Virginia Newman, Lansing, Michigan, *secretary*. Wilson succeeds Betty I. Buford of Texas.

Others elected

Classroom teachers choose Roady to be president-elect

Delegates to the 1970 representative assembly of the Association of Classroom Teachers elected Jim A. Roady, a fifth-grade teacher at Terrace Heights Elementary School, Moxee School District No. 90, Yakima, Washington, as president-elect of ACT. He will accede to the presidency in July 1971.

Others elected by the delegates are:

- Roscoe C. Keeney, Jr., a social studies and journalism teacher at Cedar Grove High School, Cedar Grove, West Virginia, *vice-president*
- Virginia Newman, a primary teacher at Kendon School, Lansing, Michigan, *secretary*
- Mildred B. Merrill, special education teacher at McLain School, Rockland, Maine, 1970-71 *New England regional director*
- John W. Washington, high school mathematics teacher at Stephen Decatur Junior-Senior High School, Berlin, Maryland, 1970-72 *Mid-Atlantic regional director*
- Richard F. Kuberka, industrial arts teacher at Rockford West High School, Rockford, Illinois, 1970-73 *Midwest regional director*
- Willard McGuire, Spanish and mathematics teacher at Maplewood Junior High School, North St. Paul, Minnesota, 1970-73 *North Central regional director*
- Dale B. Schofield, sixth-grade teacher at South Clearfield Elementary School, Clearfield, Utah, 1970-71 *Mountain regional director*
- Gary P. Reul, high school counselor at Bothell High School, Bothell, Washington, 1970-73 *Northwest regional director.*

Donald F. Wilson, a junior high social studies teacher at Hillside Junior High School, Parma, Ohio, acceded to the presidency of ACT. He will be on leave of absence from his teaching position during the 1970-71 school year in order to carry out the duties of his ACT office.

Instruction report available

One of the casualties of a busy Convention was a list of names and addresses of people who signed up for free copies of *The Professional Association Looks at Its Role in Instruction*. Just off the press, the publication is a report of a conference held by NEA Professional Development and Instructional Services in April.

The report sells for $1.25, but participants in the PDIS Convention session were offered free copies. If those persons who signed up will write to the PDIS office at NEA Center, their free copies will be sent to them promptly.

NEA—and the hotel responsible for the loss of the original list—regret the inconvenience.

At Convention

Concern expressed for the environment

Concern for the environment was expressed in two specific actions of the NEA Representative Assembly as well as in a number of topical sessions devoted to major educational problems of the day.

Resolution 70-24, passed by the Assembly, calls for "an improved environment conducive to physical and mental well-being" and urges school systems to include environmental education and human ecology in their curriculums and to observe an annual Earth Day. The resolution also affirms the Association's position of supporting legislation and appropriations to preserve the natural environment.

In addition, the Assembly ordered the creation of an NEA Task Force on Environmental Education to develop curriculum guidelines from kindergarten through adult education, these to include emphasis on the problems of pollution, human hunger, and population.

At a session arranged by an NEA affiliate, the American Association for Health, Physical Education, and Recreation, Raymond Balter, director of the Ecology Center at Berkeley, California, urged that the environment be thought of as part of all other school programs. Citing the present "obsession with specialities," he spoke out strongly against "instant ecology" courses as an answer to environmental problems.

At the same meeting, participants heard William Hammerman, outdoor educator at San Francisco State College, on the content and direction of professional preparation for environmental and outdoor education.

In another session, J. Y. Wang of the Environmental Sciences Institute, San Jose State College, stressed the dangers of believing that crash courses or curriculums can solve the environmental problems. A panel reacted to his remarks on man and the quality of his environment at the joint meeting arranged by two NEA associated organizations, the National Council for the Social Studies and the National Science Teachers Association.

Con Con Committee conducts open hearing

Catharine O'C. Barrett of New York chairs the open hearing on the proposed NEA Constitutional Convention. Testimony taken at the hearing contributed to amendments later presented by the committee and accepted by the NEA Representative Assembly.

Con Con, yes . . .

(Continued from page 1)

committee, this committee will be responsible for appointing and supervising a planning staff, making the logistical preparations for Con Con, recommending a set of rules of procedure, preparing background studies, and selecting a Con Con chairman pro tem.

The NEA Board of Directors, at its July 7 meeting, agreed to ask the Con Con steering committee to consider invitations from all states in regard to the Con Con site.

• **Holding the first session of the Constitutional Convention.** The convention will convene on July 17, 1971, after an earlier one-day session to adopt rules, elect officers, etc. The convention "shall adjourn sine die not later than three calendar weeks from that date unless the members by majority vote extend the convention for a period not to exceed seven days."

There will be about 483 Con Con delegates (depending on NEA membership at the time). Of these, about 323 will be elected at large within the states. "All members of NEA in local and state affiliates shall have the opportunity to vote for delegates to the convention."

In addition, a number of organizations will select delegates to Con Con. These groups and the number of delegates allotted to them are: National Council of Urban Education Associations (24), Association of Classroom Teachers (24), National Council of State Education Associations (24), NEA Board of Directors (20), American Teachers Association-National Education Association (18), Higher Education (6), Student NEA (5), National Association of Secondary School Principals (3), National Association of Elementary School Principals (3), American Association of School Administrators (3). Finally, each unified state association will name one delegate.

• **Review of the proposed constitution.** The proposed constitution, drawn up by Con Con, "shall be submitted to all NEA local, state, and national affiliate organizations."

• **Reconvening Con Con.** The original Constitutional Convention will reconvene prior to the meetings of the 1972 NEA Representative Assembly for one week or less "to consider suggested changes based upon recommendations from the membership."

• **Vote on the constitution by state affiliates.** "The proposed constitution shall contain a provision which makes its full effectiveness dependent upon an affirmative vote of a majority of state affiliates, said majority must contain at least 50 percent of the NEA membership as of May 31, 1971."

• **Approval of the constitution by the 1972 NEA Representative Assembly.** "Further refinement of the ratification process may be suggested by the Constitutional Convention and approved by the 1972 Representative Assembly."

• **Implementing the new constitution.** "The proposed constitution shall contain a statement of the date that it shall become effective with provision for such transitional arrangements as are necessary for the implementation of the document."

Delegates to the San Francisco Representative Assembly drew the Con Con plan together from a combination of proposals and amendments to the proposals.

First presented to the delegates was the report of the NEA Study Committee for a Constitutional Convention, chaired by Catharine O'C. Barrett of New York. Her report included a series of amendments approved by the Con Con Committee prior to the opening of the Representative Assembly.

The delegates were also offerred an alternate proposal, one which earlier had won endorsement by the representative assembly of the Association of Classroom Teachers.

On July 4, delegates debated the Con Con Committee's amended report, the alternate from ACT, and the possibility of making changes via the present mechanisms (mainly via bylaw revision).

On July 5, the delegates considered the alternate proposal. They rejected it by a roll-call vote of 2,908 to 2,548

The delegates then approved an amendment requiring that only NEA members be eligible to vote for the at-large Con Con representatives. The delegates also approved an amendment offered by Mrs. Barrett establishing a Con Con drafting committee.

At 2:09 p.m., July 5, nearly 24 hours after introduction of the topic, the Assembly approved the Con Con Committee's proposal as amended.

Several attempts to table or refer Con Con were defeated.

Grim facts on reading told at Convention

"Grim facts" on the status of reading programs in the nation's schools are pinpointed in a report released by the National School Public Relations Association during the 1970 Convention.

Called "Reading Crisis: The Problem and Suggested Solutions," the special report by editors of *Education U.S.A.* cites shocking statistics: One of four students nationwide has significant reading deficiencies; more than 3 million illiterates are in the nation's adult population; about one-half of the unemployed youth, ages 16-21, are functionally illiterate; three quarters of the juvenile offenders in New York City are two or more years retarded in reading.

Recognizing the new pressure on school districts to upgrade reading programs as a result of the Nixon Administration's Right To Read Program, the report pinpoints successful efforts schools have developed to improve student reading achievement. It also offers some conclusions from recent research including these:

• The classroom teacher is the single most important factor in whether, and how well, a child learns to read.

• Most of the present methods and materials for teaching reading work for some children, but no one method works for all children.

• Teaching should be carried on by enthusiastic teachers who are trained in identifying reading skills and in matching problems with appropriate corrective techniques and materials.

The report cites studies disclosing that large numbers of elementary school teachers have never been taught to teach reading effectively.

Report urges upgrading of paraprofessional role

A Task Force on Paraprofessionals reported to the 1970 NEA Convention. It recommended some important strides to lift the status and effectiveness of this "class of educational personnel that has evolved somewhat haphazardly."

The suggestions include: a special organization for paraprofessionals and other auxiliary personnel at all levels, an information exchange center, more and better research and development, and improved preservice and in-service training programs.

The task force also recommended "institutionalization" for the paraprofessionals—"a formal structure through which paraprofessionals are trained, licensed, recruited, classified, evaluated, and provided with opportunities for advancement." It urged that the auxiliary personnel program of NEA and the Association of Classroom Teachers be expanded and, as soon as feasible, be made a division or section of NEA.

"Encouragement, assistance, and financial aid on a matching basis" to local and state education associations for improving the auxiliary personnel situation were also suggested.

Auxiliary personnel would be provided a special membership category in NEA under a bylaw that was recommended by the task force.

Guides set for year-round school

"Although potential values may be gained from rescheduling the school year, the extension of the school year may not in and of itself necessarily be in the best interest of the students and the community," a position statement on the year-round school, presented to the Representative Assembly, said.

The statement, prepared by the Association of Classroom Teachers, suggested 10 general guidelines to state and local affiliates, noting that "no one model for the year-round school is universally desirable or applicable but rather that each school district should vary the design of its school year to fit its own needs."

The statement recommended the use of an NEA research publication, *The Rescheduled School Year*, as a "basic resource document."

Lambert tells of advances in NEA programs

"The most exciting new program . . . a truly big idea whose time has come!" Thus UniServ was characterized by NEA Executive Secretary Sam M. Lambert in his annual report to the Convention.

As adopted by the NEA Representative Assembly, the plan calls for NEA assistance toward the establishment of a local office and the employment of a full-time local staff wherever and whenever local associations—either individually or in groups—can produce 1,200 or more unified members.

Lambert also spoke about another new program, GRIP (Grass Roots Involvement Program)—a series of regional conferences each dealing with topics ranging from legislative policy to professional standards, from how to teach better to how to negotiate with boards of education. He called GRIP "a better way to do what we are already doing and a better way to begin to build grass roots involvement in the entire NEA program."

Reviewing recent activities of the profession, the executive secretary said: "NEA in the last three years has moved boldly and deliberately into the whole spectrum of this country's social, economic, and political issues, and, I think, we are in to stay. This dramatic change of posture has led to some internal conflict, but in the process we've revitalized the profession as in no other comparable period of time.

"In my opinion, NEA is a better organization for having faced the real issues and for having dealt with them."

He also pointed out the great advances the organization has made in membership and unification, legislation and political action, special services, teacher defense, negotiation, and desegregation.

At the end of the 1969-70 membership year, he reported, the official total was 1,100,155, a gain of 85,880 over last year—the largest total and the largest annual membership increase in NEA history.

In the legislative and political action fields, he told of NEA's bringing together 70 educational organizations to form the Emergency Committee for Full Funding of Federal Education Programs. "Before the President's veto of the appropriations bill for federal education programs, we were successful in adding $1 billion; even after the veto we ended up with 80 percent of that amount . . . The education lobby won—and everybody knows it."

In the areas of teacher defense, negotiation, and desegregation, Lambert said that the DuShane Emergency Fund, now backed by $1 million per year, supported hundreds of teachers "who needed, deserved, and got their day in court."

Finally, referring to the American Federation of Teachers, Lambert said the NEA has "moved with vigor to advance teachers economically, but we have not lost, nor shall we ever lose, our commitment to the children and youth of this country."

Although the NEA and the union do have some of the same outward appearances, he admitted, there is still one big difference. "The NEA is still a completely free, independent, self-determining organization. It has no entangling alliances, no debts to the plumbers or clothing workers, no encumbrances or obligations to other segments of the labor force or to management. We are free, and this to me is important."

New officers

President-elect, committee, board members chosen

Helen Bain, English and speech teacher from Nashville, took over as 1970-71 NEA president at the conclusion of the Convention in San Francisco.

Delegates to the 108th NEA Convention elected Donald E. Morrison, social studies teacher in San Diego, as their vice-president and president-elect. Mr. Morrison becomes NEA president in July 1971.

Defeated candidate for the post was David E. Schulz, Racine, Wisconsin, high school teacher of vocal music.

Delegates chose two members of the Executive Committee: Nicholas E. Duff, senior high school social studies teacher in Minnetonka, Minnesota, was newly elected to the committee, and Wade Wilson, president of Cheyney (Pennsylvania) State College, was re-elected. Marvin Liberson, physical education consultant from Livonia, Michigan, who filed for the Committee post at the Convention, was defeated.

Catharine O'C. Barrett, teacher, special projects, Syracuse, New York, and David E. Schulz, Racine, Wisconsin, were elected to the Executive Committee by the NEA Board of Directors.

The Board of Directors elected to the Budget Committee for a three-year term Roger L. Kolsrud of North Dakota and for a two-year term, Thomas Bush of Maryland.

A complete list of NEA executive officers, members of the Executive Committee, and Board of Directors follows:

• *The Representative Assembly elects the president, vice-president, and treasurer. The Executive Committee has 10 positions; four are elected by the Representative Assembly, and two by the Board of Directors. The Board of Directors consists of one member from each state, commonwealth, the District of Columbia, and the Overseas Education Association; an additional director is elected for each 20,000 NEA members.*

The term of office is indicated in parentheses following the name.

Helen Bain, pres., speech and English teacher, Cohn HS, Nashville, Tenn.

Donald E. Morrison, vice-pres. (pres.-elect), social studies teacher, San Diego, Calif.

George D. Fisher, immed. past pres., chief executive officer, Educational Facilities Corp., Chicago.

Sam M. Lambert, exec. secy., NEA Center.

Allan M. West, deputy exec. secy., NEA Center.

Nelson L. Kreuze, treas., business manager and coordinator of federal programs, Calhoun Intermediate School Dist., Marshall, Mich.

Executive Committee
(Directors, ex officio)

Helen Bain, **pres.**

Donald E. Morrison, **vice-pres.**

George D. Fischer, **immed. past-pres.**

Nelson L. Kreuze, **treas.** (1971).

Catharine O'C. Barrett, teacher, special projects, Syracuse, New York (1972).

Thelma Davis, reading specialist, Griffin, Ga. (1971).

Nicholas E. Duff, social studies teacher, Minnetonka Sr. HS, Excelsior (1972).

Eugene M. Karol, vice-principal in Baltimore Co. on special assignment to Maryland State Department of Education, Baltimore (1971).

David E. Schulz, vocal music teacher, J. I. Case HS, Racine, Wisc. (1971).

Wade Wilson, president, Cheyney (Pennsylvania) State College (1972).

Board of Directors

Alabama: C. Frank Newell, dir., Title III Leadership Project, Birmingham (1962-71); S. J. Whisenhunt, dir. of student teaching, Alabama State College, Montgomery (1964-73).

Alaska: Hollis Preston Harrison, social studies teacher, Jr.-Sr. HS, Anchorage (1968-71).

Arizona: John P. Hindman, HS chemistry teacher, Casa Grande (1970-73).

Arkansas: Wyley J. Elliott, supt., Camden Public Schools, Camden (1970-73); Nexton Phillip Marshall, prin., Lincoln Elem. School, N. Little Rock (1970-73).

California: Wilbert V. Bolliger, chemistry teacher, Ganesha HS, Pomona (1965-72); Maria-Rae Glasgow, elem. teacher, Jefferson Elem. School, Riverside (1969-72); George J. Gumeson, teacher, Cabrillo College, Aptos (1969-73); Vincent G. Lamb, teacher, San Lorenzo HS, San Lorenzo (1968-73); Sam M. Soghomonian, prof. of political science, Pasadena City College, Pasadena (1969-71).

Colorado: Hazel F. Petrocco, first grade teacher, Beulah Heights School, Pueblo (1969-73).

Connecticut: Henry P. Capozzi, science teacher, East Farms School, Waterbury (1970-73).

Delaware: William A. Richey, science teacher, Warner Jr. HS, Wilmington (1968-71).

District of Columbia: Ellen F. Datcher, counselor, Taft Jr. HS, Washington (1969-72).

Florida: C. Sullivan Culver, DCT coordinator, Mays HS, Goulds (1968-71); Doris C. Lewis, math. dept. head, Vero Beach HS, Vero Beach (1967-73).

Georgia: Zach S. Henderson, pres. emeritus, Georgia Southern College, Statesboro (1966-72); R. J. Martin, dir. of research, Georgia Assn. of Educators, Atlanta (1968-71).

Hawaii: Hubert V. Everly, dean, College of Education, University of Hawaii, Honolulu (1964-73).

Idaho: L. E. Wesche, prof. of education, Northwest Nazarene College, Nampa (1968-71).

Illinois: Martha H. Ayers, French teacher, Greenville HS, Greenville (1969-72); Mel Swiedarke, teacher, Tefft Jr. High, Streamwood (1968-71); Pauline Van Eaton, teacher, Rock Island HS, Rock Island (1969-71).

Indiana: Franklin D. Grable, math. teacher, Ben Davis Jr. HS, Indianapolis (1969-72); Donalda Tillett, elem. prin., Peru (1965-71).

Iowa: Dennis Barnum, economist-teacher, Iowa Central Community College, Fort Dodge (1970-73); James A. Harris, art teacher, Callanan Jr. HS, Des Moines (1966-72).

Kansas: Helen E. Case, social studies teacher, El Dorado Sr. HS, El Dorado (1965-71); Carl F. Elvin, exec. dir., NEA-Wichita (1969-72).

Kentucky: James Baker, supt., Middlesboro City Schools, Middlesboro (1969-72); John W. Basham, 9th grade English teacher, Owensboro (1970-73).

Louisiana: N. B. Hackett, exec. secy., Teachers Retirement System of Louisiana, Baton Rouge (1965-71); Alphonse Jackson, Jr., prin., Judson Elem., Shreveport (1970-71).

Maine: Perham L. Amsden, prin., Union Street Jr. HS, Bangor (1967-73).

Maryland: Thomas G. Bush, specialist, Instructional Materials Center, Baltimore City Public Schools, Baltimore (1965-71); Elmer T. Hawkins, prin., Chestertown Middle School, Chestertown (1964-73).

Massachusetts: Helen F. Mara, assist. prof. of education, Salem State College, Salem (1968-71); Helen M. O'Brien, HS teacher, Somerville (1970-73).

Michigan: Mary L. Christian, elem. teacher, Cummings Community Elem., Flint (1970-73); Gene R. Duckworth, assoc. prof. of speech, Delta College, University Center (1970-72); Raymond Safronoff, 6th grade teacher, Northwood Elem. School, Royal Oak (1968-71); David C. Sharpe, 6th grade teacher, Keidan Elem. School, Detroit (1969-71).

Minnesota: Nicholas E. Duff, social studies teacher, Minnetonka Sr. HS, Excelsior (1968-71); Ambrose J. Kramer, physical education teacher, Roseau (1967-73).

Mississippi: C. E. Hayman, supt., Amory Public Schools, Amory (1965-71); Dan Smith, prin., East Side HS, Cleveland (1970-71).

Missouri: Mildred Leaver, dir. of resources media, Administration Bldg., Rolla Public Schools, Rolla (1964-73); Marge Wagner, teacher, Normandy HS, Normandy (1969-72).

Montana: Roy E. Kallin, teacher, Helena Jr. HS, Helena (1970-73).

Nebraska: Thelma d'A. Lang, teacher, Ravenna Sr. HS, Ravenna (1969-71).

Nevada: Minard H. Maus, asst. supt., White Pine Co. School Dist., East Ely (1969-72).

New Hampshire: Mabel M. McKelvey, social studies teacher, Berlin Jr. HS, Berlin (1952-Oct. 1970).

New Jersey: Everett C. Curry, admin. asst. to supt., Middletown Township Board of Education, Middletown (1968-71); Dorothy B. Dagon, elem. teacher, Barber School, Phillipsburg (1969-72).

New Mexico: Jerry Watkins, HS prin., Alamogordo (1970-73).

New York: Catharine O'C. Barrett, teacher, Syracuse (1965-71); Mary G. Carden, 5th grade teacher, Washington Drive School, Centerport (1969-72).

North Carolina: Bert Ishee, asst. supt., Special Education and Research, Fayetteville (1961-71); John Harding Lucas, prin., Hillside Sr. HS, Durham (1961-72).

North Dakota: Roger L. Kolsrud, HS music teacher, Mayville City Schools, Mayville (1968-71).

Ohio: Dickinson T. Guiler, asst. supt., West Carrollton City Schools, West Carrollton (1966-72); *Helen Lybarger, special education teacher, Wynn School, Oregon (1967-73); Don McIlroy, Oberlin (1965-71).

*Date of expiration contingent upon active and life membership by May 31, 1971.

Oklahoma: Juanita A. Kidd, college-public school liaison with HS counselors, Central State College, Edmond (1967-73).

Oregon: Charles Hinds, elem. prin., Oak Grove Elem. School, Oak Grove (1969-72); Merlyn Smith, teacher, David Douglas HS, Portland (1967-73).

Overseas Education Association: Cecil E. Driver, teacher, Vandenberg Elem. School, APO New York 09633 (1969-71).

Pennsylvania: Rocco T. Dattola, teacher, Pennsbury HS, Fairless Hills (1969-72); Henry C. Messinger, field rep., Pennsylvania State Educ. Assn., Allentown (1968-71); Fred A. McKillop, teacher, Meadville (1970-73); David W. Kirkpatrick, teacher, Easton (1970-73); Henry J. Stoudt, admin. asst., Huntingdon Area Schools, Huntingdon (1965-71).

Puerto Rico: Modesto Rivera, prof., University of Puerto Rico, Hato Rey (1969-72).

Rhode Island: Arnold Durfee, teacher, Barrington Jr. HS, Barrington (1968-71).

South Carolina: William S. Parrish, prin., Brookland-Cayce HS (1969-72); Clarence E. Watkins, dir. of adult education and testing, Camden (1970-71).

South Dakota: Roger B. Allen, speech and English teacher, Mitchell Sr. HS, Mitchell (1969-72).

Tennessee: Samuel W. Beasley, prin., West Sr. HS, Denmark (1970-71); Paul J Drake, prin., Springdale Elem. School, Memphis (1969-72); William A. Lewis, Jr., English and public speaking teacher, Oak Ridge HS, Oak Ridge (1967-73).

Texas: Louise Emmett, administrator for Follow Through Program, Ft. Worth Public Schools, Ft. Worth (1966-72); James L. Hill, dir. of pupil personnel services, Port Arthur (1970-72); James F. Malone, supt., Pampa Independent School Dist., Pampa (1967-73); Elizabeth Little, librarian, Mary Carrol HS, Corpus Christi (1968-71).

Utah: Louise B. Bennett, project director, Millard Co. School Dist., Delta (1969-72).

Vermont: John Barry, asst. supt., Bellows Falls (1968-71).

Virginia: Edwin M. Betts, Jr., prin., Petersburg HS, Petersburg (1968-71); Charles W. Perdue, prin., Norview HS, Middleton Place, Norfolk (1969-72); Thomas J. Womack, teacher, Martinsville HS, Martinsville (1970-73).

Washington: Apolonio Coronado, Spanish teacher, Olympic College, Bremerton (1969-72); James R. Nelson, vice-prin., Kirkland Jr. HS, Kirkland (1967-73); Gerald L. Saling, prin., Hutton Elem. School, Spokane (1966-72).

West Virginia: John F. Montgomery, pres., Greenbrier College, Lewisburg (1964-73).

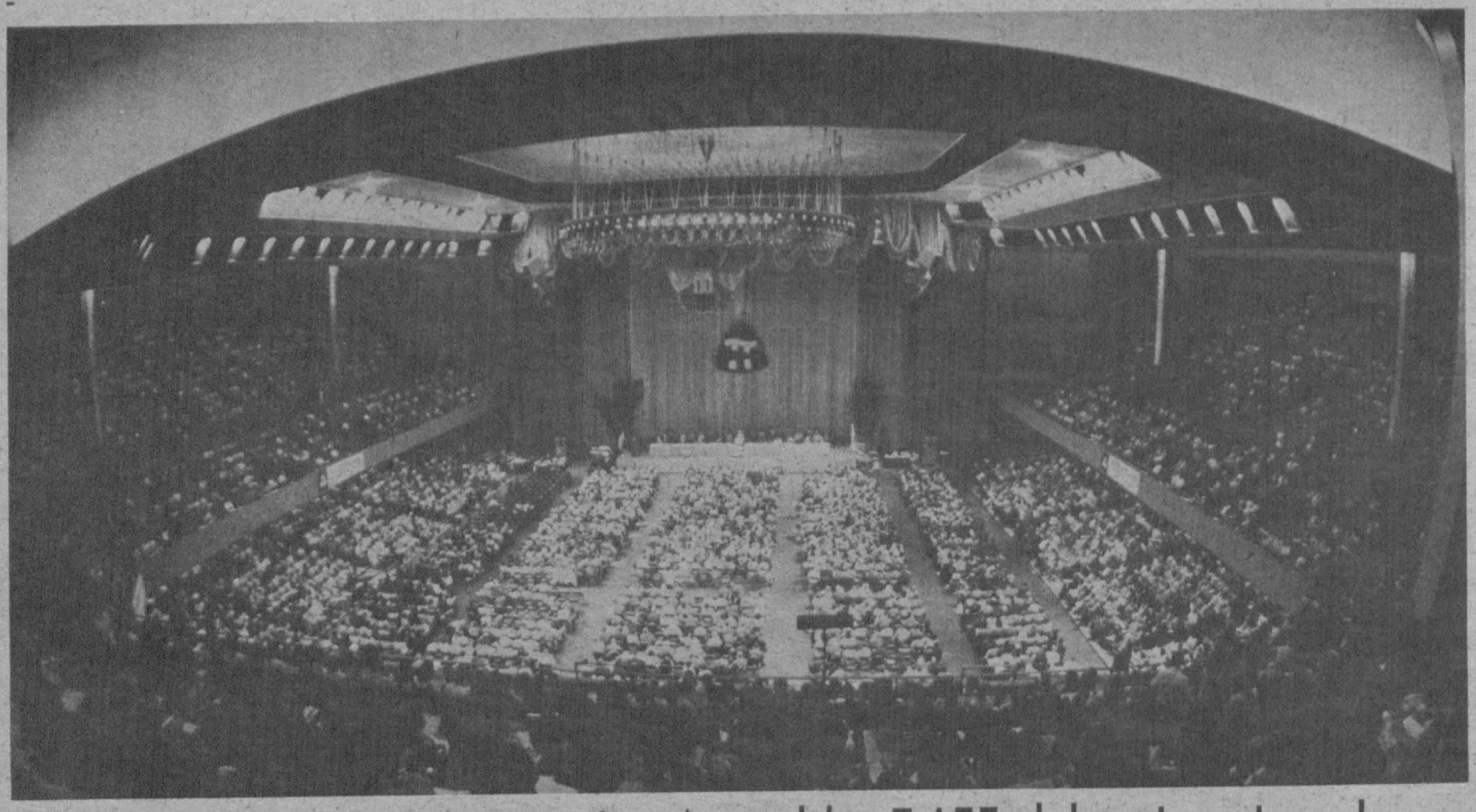
Wisconsin: David E. Schulz, vocal music teacher, J. I. Case HS, Racine (1965-71).

Wyoming: Donald Blakeslee, guidance counselor, Rawlins Public Schools, Rawlins (1967-73).

Member-at-Large: Horace E. Tate, assoc. exec. secy., Georgia Assn. of Educators, Atlanta (1969-72).

Member Emeritus: F. L. Schlagle, supt. emeritus, Kansas City, Kan.

Honorary Members: James A. Cullen, educational consultant Bronxvile, N.Y.; Jose Joaquin Rivera, Seminar and Educational Activities for the Americas (WCOTP), Hato Rey, Puerto Rico.



1970 NEA Representative Assembly: 7,155 delegates at work

UniServ, yes . . .

(Continued from page 1)

some delegates to the 1970 Convention. Representatives of the National Council of State Education Associations offered a motion that would have required the spending of UniServ funds in every state in proportion to the number of NEA members in that state, regardless of whether the state was unified. That motion was voted down by the delegates.

NCSEA representatives—joined by representatives of the National Council of Urban Education Associations—also failed in an attempt to direct the spending of $2.5 million for UniServ. Their proposal would have limited NEA spending to $21.6 million for all programs and activities except UniServ, the DuShane Emergency Fund, and the Constitutional Convention. Instead, delegates approved the $25.5 million budget presented by the Budget Committee.

UniServ Director Melley told the Convention that UniServ representatives will be under the control of the local association, not the state or NEA. "While the exact character of the UniServ unit and the exact function of the UniServ representative will be determined by the contract each local will sign with its state association and with NEA," Melley said, "it remains fair to say that the state groups will have primary responsibility for the professional guidance, supervision, and evaluation of UniServ representatives, and the NEA will be concerned especially with the UniServ man's training.

"Accordingly," he said, "NEA's contribution to the support of each UniServ representative will be $9,000 and will be in two parts: One is a direct grant of up to $7,500. The other is a contribution of $1,500, which is to be put in escrow and used for training."

Melley pointed out that UniServ is designed to provide a more equitable distribution of association services. "Larger associations often enjoy the services of an executive director, working for the teachers full-time," he said. "Smaller associations, particularly in rural and suburban school districts, have had insufficient membership and financial bases to hire their own staff.

"To make UniServ available to smaller associations, we are encouraging the formation of clusters—the banding together of one, five, or however many smaller locals are required to produce 1,200 or more members. Jointly, perhaps by a special UniServ board of elected local leaders, they would then employ and give direction to their UniServ representative," Melley said.

Delegate actions . . .

(Continued from page 1)

registered for the Convention, held in San Francisco's Civic Center. The seven-day meeting ended July 6.

A proposed code of student rights, aimed at alleviating the root causes of student unrest, was presented to the Convention. Developed by the NEA Task Force on Student Involvement, it attacks antiquated school rules and policies by assailing: discriminatory admission practices, censorship of student press, invasion of student privacy, absent or inadequate grievance procedures, and futile student government exercises. One of its basic premises is that repression will not eliminate the conditions which produce student unrest.

The NEA Committee on Educational Finance reported at the Convention that the nation's sagging economy is having a critical impact on public education. Wilbert V. Bolliger, chairman, noted that spiralling bond interest rates, taxpayers' growing resistance to financing measures, dwindling tax revenue increases at all levels of government, and mounting inflation are taking their toll in the schools. He said that buyers could not even be found for substantial numbers of bond issues during 1969-70.

The Convention also:

- Passed proposals suggesting: Development of ways to improve police-community and student-police relations; discontinuance by governmental and private agencies of invasion of privacy, particularly the "increasing surveillance of individual citizens . . . through computerized technology"; a variety of improvements in American Indian education; federal legislation to prohibit the "voucher plan under which education is financed by federal grants to parents"; an NEA-appointed panel of educators to be given a hand in screening and approval of Presidential appointments in the field of education; and that NEA "obtain a permanent solution to the severe financial problems of the federally impacted school districts."
- Raised its sights in respect to teacher salary goals to $12,500 for a qualified beginning teacher with a bachelor's degree, $25,000 with a master's degree, and $30,000 or more with two years' preparation beyond the master's.
- Added to its Human Relations Day resolution a notation that the recommended January 15 observance is in memory of Martin Luther King, Jr. (whose birthday was that date). The amendment calls upon the President of the United States to proclaim it a national holiday.
- Approved a resolution stating that the Association "believes there is a direct relationship between the quality of education which prevails and the quality of life in our society. Therefore, the Association calls for the President and the Congress to place education high in an immediate reordering of the nation's priorities." The delegates several times rejected attempts to tie a get-out-of-Vietnam statement to the resolution.
- Heard an extensive discussion of drug education by a panel which included two educators, a 17-year-old girl who participated in a youth-to-youth drug education program, a policeman, and a school nurse.
- Adopted recommendations of the professional negotiations committee to beef up PN activities. Special emphasis would be placed on adding more PN specialists to NEA's network of regional offices, these specialists to "have as their primary responsibility the promotion of negotiated agreements and the training of state and local negotiators."
- Called for discontinuance of the use of the National Teacher Examination and similar tests for the purpose of "certification, evaluation, retention, salary, tenure or ranking of educators," warning that sanctions will be invoked and other necessary actions taken against a school district or state that "refuses to terminate on due notice the use of the test."
- Recognized the Guam Teachers Association as "a fully unified participant" in NEA.
- Urged that teachers begin teaching the metric system as the primary system of weights and measures in the nation's schools and colleges as of September, 1971. An NEA resolution two years ago had endorsed conversion to the metric system.
- Directed the appointment of a task force to study the whole spectrum of the Department of Vocational Education and to develop plans to strengthen and coordinate all vocational education.
- Adopted a set of long-range goals recommended by the NEA Committee on Planning and Organizational Development. The goals are: (1) an independent, united teaching profession, (2) professional excellence, (3) economic security for all educators, (4) adequate funding of public education, (5) human and civil rights for all educators and children, and (6) leadership in solving social problems.

A record number of representatives from foreign teachers' organizations attended the 1970 Convention. Among them were the National Syndicate of Workers in Education, the Mexican educators' group; the Confederation of American Edcators, representing educators in Latin America; the Canadian Teachers Federation; and the National Union of Teachers of England and Wales.

The 1971 Convention will be held in Detroit.

Congress overrides Nixon school funds veto

Congress has said "no" to a President who said "no" by overwhelmingly rejecting President Nixon's veto of the $4.4 billion education appropriation for fiscal 1971. The Senate vote was 77-16; the House vote was 289-114.

Passage of the education appropriation over the President's objection was hailed by NEA. John M. Lumley, assistant executive secretary for government relations and citizenship, said he hoped that the bill signified "the long-overdue reordering of our national priorities and the opening of new educational opportunities for the youth of America."

Lumley also observed that the 1971 appropriation was the first education money bill in nearly a decade to be enacted before the opening of schools. Congress, for the first time, separated education from the complex Health, Education, and Welfare money bill in an attempt to provide state and local school systems adequate time to plan their expenditures.

This was the second year in a row President Nixon vetoed the education money bill because Congress appropriated more for schools than the Chief Executive wanted to spend. Major increases amount to $453 million more than provided in Nixon's 1971 budget.

Key Republican Congressmen and Senators deserted the President on the veto override. Norris Cotton of New Hampshire, ranking Repubican on the Education Appropriations Subcommittee, and others, spoke and voted against the President. While Nixon identified the issue as inflation, others saw the issue one of priorities.

"It is so easy to vote millions for the ABM and SST's and then to reject money for the ABC's," said Senate Majority Leader Mike Mansfield (D-Mont).

The new law provides $606 million more than was in the 1970 appropriation, and represents a compromise between the $4.1 billion bill originally passed by the House and $4.7 billion approved by the Senate.

nea reporter

Published by the National Education Association

Vol. 9, No. 7 | September 18, 1970 | 7 | Washington, D.C.

World's education leaders meet in Australia

NEA President Helen Bain and NEA President-Elect Donald E. Morrison (left) pose with Gurnam Singh, president of the National Union of Teachers of Malaya, during this summer's meeting of the World Confederation of Organizations of the Teaching Profession. President Bain chaired the NEA 90-man delegation to the meeting. (Story on page 6.)

Hickel challenges teachers

Environmental project set

NEA and the U.S. Department of the Interior this month announced a cooperative project that will provide the most comprehensive and far-reaching environmental education programs ever offered the nation's schools.

The project, which includes the establishment of environmental study areas, will employ the environment—ranging from the nation's virgin wildernesses to inner-city slums—as classrooms for students of all ages and grade levels to learn about ecology.

In announcing the joint effort, Interior Secretary Walter J. Hickel issued an enthusiastic challenge to the nation's teachers to undertake an environmental study area program: "As teachers, the world you open up through this program will be as big and meaningful and beckoning as your own daring, imagination, and enthusiasm let it be," said Hickel.

NEA President Helen Bain commented: "It is indeed gratifying to see the Department of the Interior recognize the ability of teachers to teach, and we are delighted to join with the department in this program."

Mrs. Bain noted that this cooperative project is one example of a major thrust NEA is to place on environment and ecology in the coming year. "Participation in the program

(See ENVIRONMENT, p. 10)

High Court looks at school busing

On October 12 the U.S. Supreme Court will address itself to the school busing controversy.

Six cases, including four from Charlotte-Mecklenburg, North Carolina, and one each from Athens, Georgia, and Mobile, Alabama, will be heard. The final rulings for these urban areas may have application throughout the country.

NEA filed a friend of the court brief in August with the Supreme Court in the Charlotte case. The appeal is primarily concerned with the extent to which elementary pupils may be bused to overcome school segregation in Charlotte and in surrounding Mecklenburg County.

NEA urged reversal of the Fourth Circuit Court of Appeals' decision last May. The circuit court vacated an earlier ruling of the U.S. District Court in respect to desegregating the elementary schools. However, the circuit court did uphold court-ordered plans for desegregating the junior and senior high schools.

NEA is supporting the lower court's February 5 decision

(See BUSING, page 11)

UniServ is under way

"The perfection of unification" is how Alvia Barfield, president of the 90,000-member California Teachers Association-Southern Section describes UniServ. "Now," she explains, "members will receive direct as well as indirect services not only from their local, but also from their state and national associations."

To provide these services, 220 UniServ representatives took the field this month. An even 200 serve members of unified locals in twenty unified states. The remaining 20 representatives, under UniServ's "readiness" program, serve teachers in unified locals in six nonunified states.

The 220 UniServ units vary widely in all details. The ideal unit is 1,200 members. The majority are close to that figure, but a few units approach the maximum of 3,000 teachers. Two—one in Michigan and one in Iowa—are just above the 600 minimum.

Of the 220 units, 78 are composed of one local only. Another 113 were formed by clustering from one to 42 smaller associations. Five large locals qualified for more than one representative.

Though UniServ staff persons are joint employees of the local, state, and national associations, they are directly accountable to the locals they serve.

Where a single local is involved, the UniServ representative reports to the local executive board or board of directors. Where two or more locals combine to form a unit, in most cases they elect a UniServ board that has the authority to give direction to the representative.

Michigan, with 59 UniServ representatives, headed the first round of applications. Southern California, unified as of September 1, qualified for 22 units.

Other unified states fielding UniServ representatives this fall are: Alaska (2), Arizona (1),

(See UNISERV, page 10)

UniServ grant for instruction given by Ford

The NEA Center for the Study of Instruction is administering a $25,000 Ford Foundation grant to help NEA design a program that will offer training to UniServ representatives in the instructional area.

CSI Director Ole Sand said the program is part of the teaching profession's nationwide effort to improve instruction by way of the local education association. "In the past," he said, "teachers often worked for instructional changes through routes other than their associations. Too often, nothing happened. Now we are beginning a broad-scale effort to make things happen in the schools."

CSI's new professional associate, Ellwood R. Erickson, is directing the program. Erickson is immediate past president of the Livonia (Michigan) Education Association and was a teacher of English, the humanities, and psychology in the Livonia Public Schools.

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

Let's help elect friends of education

For the second time since he took office, President Nixon has vetoed a federal education money bill. But this time, the friends of education in Congress overrode the veto in an effort to reorder the nation's fiscal priorities.

It was a great victory for education, but the teaching profession must now look to the challenge of keeping education uppermost in the mind of every elected official—local, state, or federal.

It is imperative that loyal friends of education in Congress be returned to office this November, and that new members of like mind be sent to join them in Washington.

In addition to filling all 435 seats in the House of Representatives, the voters will decide who will occupy 35 Senate seats. These members of Congress—and the thouands of state and local leaders elected November 3—will make fiscal and other decisions whose impact will affect every child and every teacher in the years ahead.

I urge you to accept the responsibility to exercise your right to participate in the democratic process by which we govern our country. Determine which candidates are the true friends of our youth, and support them with your time, effort, and money.

You can influence at least ten voters. If you exert that influence in behalf of education, the right candidates will be elected during the first week of November.

—Helen Bain, NEA president

The teacher strike

Is it militancy or school board provocation?

Though the actual number of strikes that teachers will conduct during 1970-71 cannot be accurately predicted at this time, there is no mystery about the kinds of issues that will provoke teachers into striking this year. The issues that have already led teachers to withhold their services and delay this fall's school openings in some 10 states are so closely related to or such outright duplicates of those that caused most of last year's 131 strikes that there is little doubt that history will continue to repeat itself despite seemingly new developments.

Most teachers are reluctant strikers

NEA field staffers who have worked side by side with striking teachers in hundreds of districts across the country are agreed that the vast majority of the nation's teachers are reluctant strikers. NEA polls of teacher opinion have revealed that whereas increasing numbers of teachers are willing to strike—and by 1968 this was true of nearly 60 percent of the teachers polled—they stipulated that strikes should be called only as a last resort, under "extreme conditions." In view of this, the large number of recent strikes testifies effectively to the fact that many school boards have been providing the conditions that spark strikes. Actually, some boards have provoked teachers to the point where they had to choose between striking or relinquishing not only their rights but also their own self-respect.

Unconcealed school board pressures and provocations led to strikes in Passaic, New Jersey, and in New Bedford, Massachusetts, last year, to mention just two examples. In both cases, the boards then secured injunctions. In New Bedford, the four association officers were actually sitting in jail when a settlement was finally won.

Hammond, Indiana, is one of this year's examples of persistent school board provocation. Two years ago, Hammond teachers gained new rights and stature through the excellent contract negotiated for them by their association. Since then, the school board has been trying to whittle away at that contract, trying without success to get association negotiators to bargain away rights and benefits they had previously won for teachers.

Some boards try to bargain backward

As incredible as it may seem, the idea of bargaining backwards and of trying to get teacher representatives to negotiate for less than they had before is not exactly new. It was tried in several localities last year, one of which was Sayreville, New Jersey. It ultimately provoked a teacher strike in Sayreville last year just as it has done in Hammond this year. One of the many contract items the Hammond school board is trying to cancel out is the index schedule. In Keokuk, Iowa, last year, teachers also went on strike to protect and retain their index schedule.

Considering that teachers' salaries, despite recent gains, are not keeping pace with the rising cost of living, it is interesting to note that the question of a salary increase, by itself, rarely, if ever, is enough of an issue to impel a walkout.

Interviews with striking teachers repeatedly reveal that while salary may be one of several issues involved, it actually is that small visible part of the iceberg which the public and the press can see and understand. The rest of the story consists of an accumulation of frustrations and grievances, petty irritants and major injustices, the persistence of 19th century personnel policies and of school conditions which literally impede the teaching process. And interviews also reveal that neither salary nor any other economic benefit was in any way involved in many recent strikes.

In many states salary not an issue

For example, salary was not the issue in last spring's month-long strike in Los Angeles. Teachers there underscored this fact by voting to relinquish the previously set salary hike in order to have the funds used to purchase badly needed instructional materials.

Salary was not an issue at all in Florida back in 1968. Funds for teachers' salaries had been authorized by the legislature before the walkout. Florida teachers were fighting for legislation to relieve impossible conditions in overcrowded, understaffed, undersupplied schools.

And salary was certainly not involved in the Joplin, Missouri, strike last May. There, the only issue was the firing of the association's president, whose capabilities in representing teachers antagonized the school board. Missouri has a new tenure law; it became effective July 1. Thus, in Joplin and also in other districts last spring, school boards denied reemployment to selected teachers before they could be covered by tenure and entitled to due process. Those Missouri cases are now in litigation with the aid of NEA's DuShane Emergency Fund.

Though many more examples of outright provocation can be cited, mention should be made of strikes which school boards could have prevented with ease. To cite one of many examples, there was a one-day strike in Hazelwood, Missouri, last year which was actually settled in a matter of hours. The school board made a highly acceptable offer on the telephone while teachers were gathered at a morning mass meeting. When presented with the offer, the teachers voted to accept it then and there, and the strike was over. Surely the board could have made the same offer days, even weeks earlier.

That so many thousands of teachers were in a no-contract status at school opening time this fall indicates footdragging at the negotiation table last spring and through the summer.

When we note that the resultant withholding of services that delayed school openings produced many satisfactory settlements within a day or two, it suggests that good faith negotiations could have produced the same settlements weeks and even months earlier. Nevertheless, such strikes seem to be becoming an annual fall event.

Missouri teachers association imposes statewide sanctions

The Missouri State Teachers Association has imposed sanctions on the state of Missouri because of "the unsatisfactory financial condition of public education" in the state. The sanctions, which are the first to be imposed by MSTA, were announced by the association's president, Mildred Leaver.

The association said that the sanctions are intended to point up the failure of the citizens to support quality education.

U.S. grants available for teaching abroad

U.S. government grants will be available to American elementary and secondary school teachers and to college instructors and assistant professors to teach abroad during the 1971-72 academic year or to attend a seminar abroad during the summer of 1971.

Eligibility requirements are U.S. citizenship; a bachelor's degree; three years of teaching experience for teaching grants; two years experience for seminar grants.

The NEA Committee on International Relations is alerting the profession to the November 1 deadline for applications. These forms and further information may be obtained from the U.S. Office of Education, Institute of International Studies, Division of International Exchange and Training, Teacher Exchange Section, Washington, DC 20202.

Maryland, Ohio, South Carolina win exhibit awards

Maryland, Ohio, and South Carolina state association exhibits at the 1970 NEA Convention won Willard E. Givens Trophy Awards "for most effectively interpreting some phase of their state educational programs." The awards were presented by Dickinson T. Guiler, chairman of the awards committee and a member of the NEA Board of Directors.

nea reporter

Published monthly (except August, December, and June) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

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EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

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Second state to act

Pennsylvania law mandates negotiation

On October 21, a Pennsylvania law goes into effect granting negotiation rights to teachers and other public employees in the state. The Pennsylvania State Education Association, which fought for the legislation, estimates that more than 97 percent of the state's teachers will be represented by PSEA local associations when the law becomes operative.

The new law permits teacher strikes and also provides that the 150 agreements already in effect in the state will continue in force.

PSEA Executive Secretary Robert E. Phelps reported that the results of a recent opinion poll of members show that the number one PSEA priority is gaining better teaching conditions, with high standards and adequate financial support closely following. "According to the survey," he said, "the status of teachers in Pennsylvania as true professionals has reached its highest peak."

Pennsylvania will become the second state to flatly declare that teacher strikes are legal. The recently enacted Hawaii statute authorizes bargaining in that state and allows strikes under certain conditions. It also makes agency shop mandatory.

One other state—Vermont—has legislation which limits the injunctive power of the court in connection with a teacher strike. Of the remaining states, approximately 20 have collective bargaining laws but do not permit teachers the right to strike.

NEA General Counsel Robert H. Chanin predicts that at least three-fourths of the states will have mandatory bargaining laws within five years. Some of these laws, he said, will permit strikes.

Chanin believes that good mandatory negotiation laws prevent rather than encourage teacher strikes. "If teachers had a legal right to strike," he said, "school boards would be motivated to engage in meaningful negotiation. We would find that far more agreements would be reached at the bargaining table."

Chanin also questions whether absolute bans on teacher strikes are constitutional. "Teacher strikes almost never endanger the public health or safety," he said. "They inconvenience some people, they cause discomfort to others, and they are unpleasant for just about everyone, but I think they rarely, if ever, present a genuine danger to the public health or safety."

NEA Continuing Resolution 32, passed by the NEA Representative Assembly, includes this sentence: "The Association urges its members and affiliates to seek state legislation that clearly and firmly mandates the adoption of professional negotiation agreements."

NEA is also pursuing federal legislation to mandate school board-teacher negotiation.

Association staff update negotiation skill

More than 180 persons from 30 states attended the annual Seminar on Negotiations in Public Education in August at the Nebraska Center for Continuing Education in Lincoln. The week-long training sessions offered an opportunity for in-depth study of the writing of master contracts and of grievance arbitration. Six instructors guided the seminar, which was sponsored by the affiliate services section of the NEA field services in cooperation with the NEA Leadership Development Academy. In a classroom session above (clockwise from upper left) are Bob Richards, Glenn Burgeson, and Harold Hagan, of the Colorado Education Association staff; Allerton Barnes, executive secretary of the Fairfax (Virginia) Education Association; and Bruce Cooper, Kansas-NEA staff member.

Associations launch strike fund

NEA and its state affiliates—acting through a new nonprofit corporation they set up—have launched a teacher strike fund. The fund is expected to reach several million dollars within a year.

Representatives of NEA and some 20 state education associations attended an informational and organizational meeting in Washington, D.C., August 3 at which officers were elected and bylaws adopted.

"NEA believes in exerting every effort to avoid the strike to resolve impasses," said Frederick L. Hipp, New Jersey Education Association executive secretary, who was elected chairman of the corporation. "However, there have been—and will be—many cases where no logical and courageous choice is left but to resort to the withdrawal of services as a dramatic means of attempting to correct deplorable school situations.

"In this new corporation, NEA and its state affiliates are 'putting our money where our mouth is.' We sincerely believe that this mutual aid pact is a significant milestone on the road to improving the lot of the nation's teachers and, through them, the education of children and youth."

The "teacher crisis" loans can be made to state education associations who are members of the corporation or, in certain cases, directly to local or regional associations. The money can be used to provide interest-free loans to teachers not receiving their regular pay because of a strike or other work stoppage, or to cover other expenses related to strikes or threatened strikes.

Some 250 to 300 teacher strikes are expected this coming school year. Some 180 strikes—an all-time record — occurred this past year, according to an NEA estimate.

The new organization, called the National Teachers Assistance Fund, has been incorporated in the District of Columbia. Present members are NEA and the state education associations of New Jersey, Pennsylvania, Michigan, Maine, Indiana, and Rhode Island. A number of other states, represented at the organizational meeting by observers, are expected to become members soon.

Nonmember states have until December 31, 1970, to join the corporation without financial penalty or to give a one-year binding letter of intent to join. In states that do not choose to become members, local or regional affiliates of the NEA will be eligible to participate.

A board of directors will be elected by corporation members next January. Until then, the corporation will function as a committee of the whole.

Officers elected were: Chairman Hipp; vice-chairman, Robert E. Phelps, executive secretary, Pennsylvania State Education Association; secretary, Robert H. Chanin, NEA general counsel; and treasurer, Robert H. Wyatt, executive secretary, Indiana State Teachers Association. Ralph J. Fynn, director of the NEA Affiliate Services Section, Division of Field Services, is staff administrator of the fund.

Ohio state association invokes full sanctions

The Ohio Education Association on September 1 invoked professional sanctions on the state of Ohio until a tax reform is enacted "to adequately fund the public schools."

OEA President J. Alan Aufderheide said the 88,600-member organization's executive committee adopted the sanction resolution during its annual local leaders conference at Kent State University. The OEA placed Ohio on a sanctions alert last December at the OEA Representative Assembly in Columbus.

"What the OEA has done is to say to each citizen of this state, as well as the rest of the country, that Ohio's public schools are in need of immediate attention," Aufderheide said.

The resolution charged that Ohio "has neglected its public schools to the extent that it ranks near the bottom of most financial measurements of quality, including per pupil expenditures and the amount of financial resources devoted to the public schools."

The action marked the first time in the OEA's 123-year history that sanctions have been declared against Ohio.

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Ukiah Unified
• California Teachers Association	Tehachapi Unified
• California Teachers Association	Los Altos Elementary
• Illinois Education Association	Decatur Dist. No. 61
• Indiana State Teachers Association	Metropolitan School Dist. Southwest Parke County
• Maine Teachers Association	SAD 13 (Bingham area)
• Missouri State Teachers Assn.	Missouri Public Schools
• Ohio Education Association	Lakota Local
• Ohio Education Association	Northwest Local
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Springfield Local
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Erie Public Schools
• Wyoming Education Association	Dubois School District

Student NEA forms strike team

The Student NEA has formed a national student strike team to work with NEA's Division of Field Services in organizing first-year teachers, student teachers, and college students in support of teachers who are on strike.

Formation of the team is "one concrete example of Student NEA involvement with NEA on key issues of our society," said 1970-71 SNEA President Mel Hilgenberg of the University of Northern Colorado. "Teacher strikes mean power, combined power means real direction for change," Hilgenberg said.

The SNEA president challenged NEA to humanize the educational process with emphasis on the individual. "The humanizing process means concrete concern with backing student rights, for offering better education to all individuals, for innovation in teacher education," he said. "The door is open for us to understand what combined power can mean to both NEA and Student NEA. Student voice and student input on key NEA issues can be a real asset to NEA effectiveness," he concluded.

Backing Student NEA's action program are the members of its executive committee: Vice-President Kent Bowen of Central Michigan University, and Associate Vice-Presidents Richard Bruns (Southwest Texas State University), Julia Butler (Wilberforce, Ohio), Tom Creighton (Nebraska Wesleyan), Ken Peterson (Southwest Baptist College, Missouri), Janet Portolan (San Francisco State College), and Doug Warring (Bethel College, Minnesota).

Students active

18-year vote before Court

The Supreme Court will begin hearings October 19 on the constitutionality of the new law giving 18-year-olds the vote in federal, state, and local elections.

Idaho, Arizona, Oregon, and Texas are involved in the litigation, but all four suits will be combined in a single test case of the law's validity. The Supreme Court plans to move swiftly on the case because the 18-year-old provision goes into effect January 1, 1971.

Student groups, spearheaded by the Youth Franchise Coalition, worked actively to pass the 1970 Voting Rights Act containing the 18-year-old provision and are confident the statute will be upheld. The coalition, a group of 50 organizations (including Student NEA and NEA's Project 18), plans to file a "friend of the court" brief in favor of a nationwide lower voting age.

Alaskan young people, however, will not have to wait for Supreme Court action. On August 25, Alaska's voters passed a referendum lowering the state's 19-year-old voting age to 18.

If the High Court rules in favor of the new federal law, 11 million young people will be added to the ranks of citizens eligible to vote.

Teacher conferees probe educational change

At the 27th Annual Classroom Teachers National Conference, held July 7-18 at the University of California, Irvine Extension, NEA President Helen Bain talks with Ed Brennan, president of the Wyoming Association of Classroom Teachers, and Steve Smith, president-elect of the National Council of Bureau of Indian Affairs Educators. Mrs. Bain addressed the conference on July 8, urging teacher involvement in political activity. The conference, attended by some 300 classroom teachers, focused on educational change. Conferees sharpened their skills in both learning and teaching through the self-directive process. They also examined six specific issues—initiating change, confrontation in the schools, educating the disadvantaged, new teaching strategies, the environmental crisis, and schools for the 70's. The goal was to enable participants to translate these experiences into activities in their classrooms, schools, and professional associations, thus helping to accelerate the rate of educational change.

Music project

Young composers added to program

Three young American composers have received two-year appointments to reside and work in communities selected by the Contemporary Music Project's Professionals-in-Residence program. Norman Dello Joio, CMP chairman, said that the newly appointed musicians join two composers and a pianist appointed last year under the program, which is supported by funds from the Ford Foundation and administered through the Music Educators National Conference. MENC is a national affiliate of NEA.

Starting in September, Sydney Hodkinson will be Composer-in-Residence for the greater Minneapolis-St. Paul area, Dennis Kam for Honolulu and the state of Hawaii, and David Ward-Steinman for the greater Tampa Bay area, Florida.

To participate in the program, both musicians and communities make application to the Contemporary Music Project. They are then selected and matched by the composers, performers, scholars, and teachers who comprise the CMP Policy Committee. Application deadline for Contemporary Music Project appointments for 1971-73 is December 15, 1970.

The appointments in the Professionals-in-Residence program are expected to be made for two years. There is also the possibility of CMP assistance to the community in providing a third year of residence. Further details about the program, and application forms for musicians and communities, can be obtained from Robert J. Werner, director, Contemporary Music Project, 1156 15th St., N.W., Washington, DC 20005.

School boards win McAn awards

Three school boards received national recognition for their contributions to education in the 1970 Association of Classroom Teachers-Thom McAn National School Board Awards Program. The boards represent the school systems of Gateway Borough School District, Ketchikan, Alaska; the Dayton (Ohio) Public Schools; and San Antonio (Texas) Independent School District.

Each school board was presented a $2,500 award and a trophy at a luncheon at NEA Center. As honorary chairman of this year's program, Mrs. Spiro T. Agnew, wife of the Vice-President, attended the luncheon. Also present were the superintendent, school board president, and local association president of the three school systems.

Ten other school boards received regional awards of $500 each. Thirty-one boards were selected for merit awards as part of the program.

The Gateway Borough School Board was cited for developing a curriculum in Sea Education to prepare students for jobs available in the area.

The Dayton Board of Education was recognized for initiating a program on the living arts that provides for students' experiences in creative writing, dance, drama, music, and the visual arts.

The San Antonio Board of Education was recognized for launching a bilingual program to enable students to become proficient in both Spanish and English.

Future teachers hold national seminar

Five of the 50 members of the Future Teachers of America who attended the FTA National College and Career Seminar July 5-18, were (left to right) Debra Dukes, Lake City, Fla.; Debbie Terry, Jacksonville, Fla.; Harriett Connell, Memphis, Tenn.; Rick Hunter, Mount Airy, N.C.; and Pamela Meyer, Jacksonville, Fla. FTA's first national seminar, held at the National College of Education, Evanston, Illinois, used group dynamics and group interaction techniques to help future teachers understand themselves as individuals and as members of groups and to introduce them to expectations and demands they will encounter both in college and in teaching.

ACT Advisory Councils examine GRIP

The Association of Classroom Teachers held three Advisory Council meetings in August at NEA Center—the Western meeting, August 10-12; the Eastern, August 13-15; and the Central, August 17-19. Above, ACT President Donald F. Wilson (second from left) is shown with Eastern leaders: Iris Harris (left) and Jeanne Pitzer, advisory council members from Maryland; and John Washington, ACT Mid-Atlantic regional director. At the meetings, presidents and other representatives of state associations of classroom teachers made recommendations regarding NEA's new Grass Roots Involvement Program (GRIP) and planned ACT participation in GRIP seminars.

Irregularities charged

Union leader wins sliver-thin reelection

Overcoming charges of election irregularities, union president David Selden won election to a second two-year term by just 105 votes at the American Federation of Teachers national convention last month in Pittsburgh.

Selden got 1,567 votes of the 3,179 cast in the union's presidential-vice presidential contest—23 short of an absolute majority. Runner-up Kenneth Miesen, who garnered 1,462 votes, challenged Selden's victory, citing an AFT by-laws provision that "a majority of the ballots cast shall be required to elect a president." The challenge was overruled.

Miesen, a former AFT staff member, was suspended shortly before the convention. Selden claimed that Miesen's "political activity" was prohibited by his employment on the AFT staff. Ironically, Selden himself was an AFT staff member before his election to the union's presidency in 1968. That both presidential candidates this year were former staff members gave renewed force to the frequently heard charge that the AFT is "staff dominated."

Observers predicted that Selden's sliver-thin victory — a switch of 53 votes would have elected Miesen—would seriously compromise AFT's activities over the next two years.

The staff's major objection, which was the basis of the Miesen campaign, is that Selden betrayed "the principles of unionism" and seriously damaged AFT morale, by "begging for a national merger" with the 1.1 million-member NEA.

AFT's sagging membership growth legitimized this complaint. After a decade of spectacular membership growth between 1958 and 1968, when the total rose to 150,000, AFT membership has been static during Selden's two years as president.

Another criticism of Selden's leadership was that he "sold out the union in Los Angeles, and delivered the city to the NEA" by approving merger of the 3,000-member AFT local in LA with the 19,200-member NEA affiliate.

Delegates to the AFT convention overwhelmingly passed a resolution that reiterates an AFT Executive Council decision discouraging new merger talks at this time. The resolution further states that "no merger shall take place unless there is full per capita paid to the AFL-CIO and until the terms of the merger have been approved by a majority of the Executive Council and have been submitted to a referendum of the membership of the AFT."

Expenditure of large sums of money on the five-week Los Angeles strike last April and May also worked against Selden. AFT had to strain merely to produce one-tenth the money and staff time that the far-larger NEA contributed with ease. The result was that AFT locals all over the country went begging for staff assistance and money for organizing efforts. The union lost ground to NEA affiliates everywhere, going so far as to pull out of some representational elections and leaving teachers sitting without help at the bargaining table.

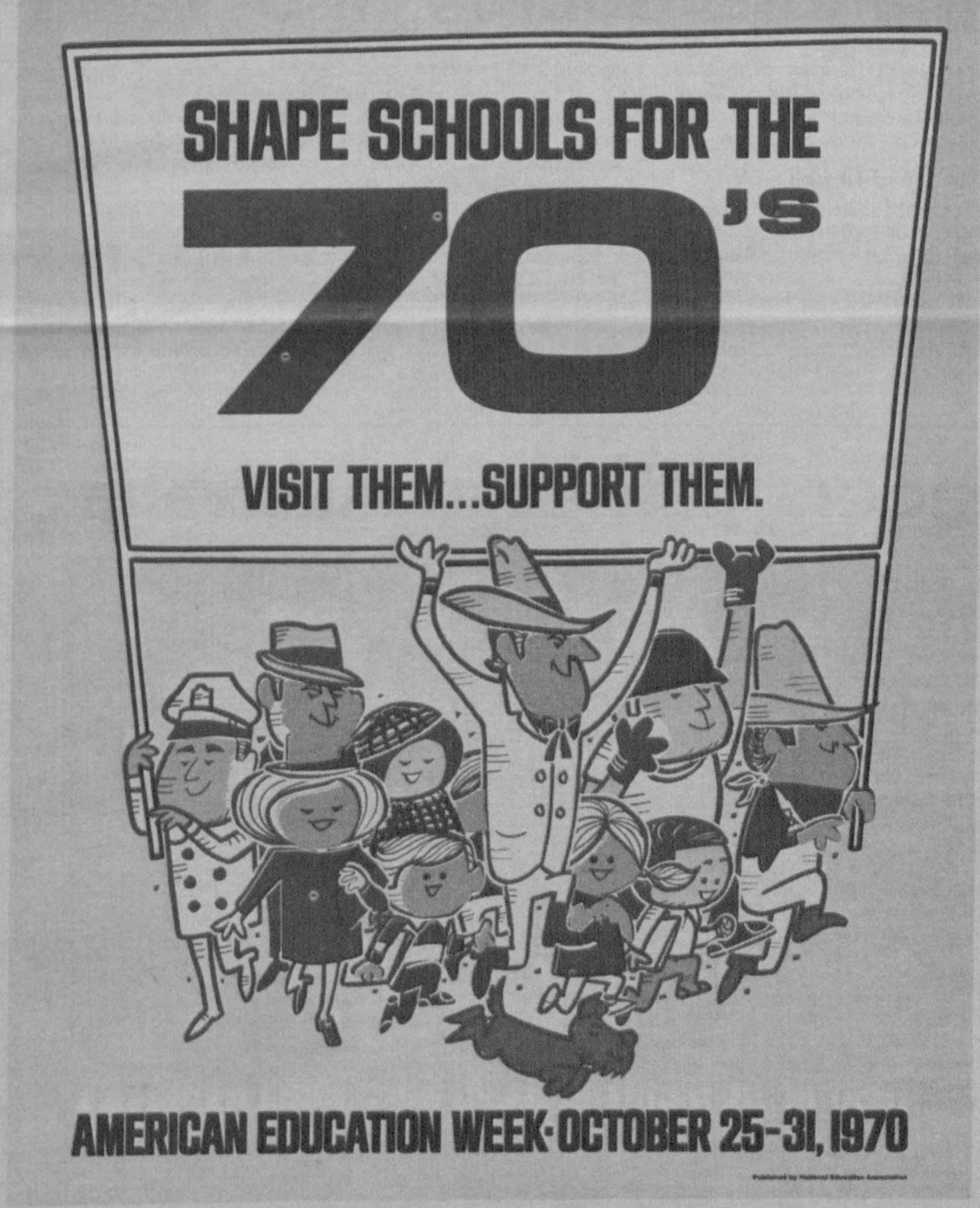
At the AFT convention, a delegate from West Haven, Conn., complained that his local had been unable to "pry even a measley one hundred dollars" from the national AFT for campaign literature and other organizing needs because of the huge AFT commitment to the merger and strike in Los Angeles.

For all its expenditures there, AFT registered no appreciable membership gains in Los Angeles, or anywhere else in California or the West. And the large number of NEA staff members present—73, as opposed to 11 AFT staffers—prevented the union from exploiting the LA strike as an example of union militancy or effectiveness.

In addition to criticizing the past, many AFT delegates said they had no confidence in Selden's ability to meet the one challenge that most alarmed the convention. That challenge is NEA's new UniServ program, under which NEA and its state and local affiliates will hire 1,000 or more new staff members over the next five years and put them to work beefing up local associations—in everything from negotiations to public relations to winning representational elections against AFT.

In a news conference during the convention, Selden himself recognized the threat, blasting UniServ as an NEA "effort to destroy us." He offered no counter-strategy, however, saying only that he and the AFT would continue to wait for an NEA response to the union's two-year-old invitation to national merger talks.

NEA Executive Secretary Sam M. Lambert denied that NEA was doing anything "to make the AFT's job more difficult." NEA, he noted, is too busy implementing the UniServ and other programs serving its members and in any event is quite content to let "the teachers of the nation . . . choose their organizational representation."



American Education Week, with the theme "Shape Schools for the 70's," comes earlier this year than ever before—October 25-31. The week provides an opportunity to involve the public—students, teachers, parents, and other interested citizens—in reexamining goals of school systems as they affect the student and the social, political, and economic life of the nation. Orders for AEW packets and other supporting materials may still be placed on this time schedule: To receive materials in time for AEW via fourth-class mail, orders must arrive no later than October 2 (west of the Mississippi River) and no later than October 9 (east of the Mississippi River). For additional information about the observance, call or write R. E. Nielsen, national coordinator of American Education Week, NEA Center, or order directly from American Education Week, P.O. Box 327, Hyattsville, MD 20781. (All orders must be prepaid except for those on official purchase order forms; shipping and handling charges will be added to billed orders later.)

ACT Forum seeking minority teachers

Are you a classroom teacher and a member of a minority group? The ACT Forum would like to hear from you.

The Forum was created by the executive committee of the Association of Classroom Teachers, NEA, in 1968 to promote minority group involvement in the professional associations, particularly ACT and NEA. The Forum needs help, however, in identifying minority group members at the grass roots level to participate in professional programs.

To help the Forum, complete and return this form:

TO: Association of Classroom Teachers
1201 16th St., N.W.
Washington, DC 20036

I am a classroom teacher member of a minority group and would like to participate in professional programs. Please add my name to your roster of minority group members.

Name .....

Address ..... (Street) (City) (State) (Zip)

Home Phone ..... (Area Code Number) School Phone ..... (Area Code Number)

Teaching Position .....

School .....

School District .....

Local Association .....

Offices held (give year) .....

.....

State Association .....

Offices held (give year) .....

.....

Indicate minority group of which you are a member:

.....African-American .....Other Spanish-speaking American

.....Oriental-American .....American Indian

.....Mexican-American .....Other .....

clip here and mail to ACT

Associations join appeal

Public, nonpublic schools fight for funds

The "current extensive effort to divide tax-raised funds between public and nonpublic schools represents the gravest crisis public education has faced in its history," NEA and seven other large national education associations have declared in a friend of the court brief filed recently with the U.S. Supreme Court.

At issue is an appeal challenging a 1968 Pennsylvania law that provides for the purchase by the state of the services of teachers in nonpublic schools in teaching certain secular subjects to pupils in those schools.

Joining in the amici curiae brief are NEA and three of its affiliated or associated organizations—National Association of Elementary School Principals, American Association of School Administrators, and Association for Supervision and Curriculum Development. Also joining are: American Vocational Association, Horace Mann League of the United States, National School Boards Association, and Rural Education Association. The Pennsylvania State Education Association is among the organizations and individuals who are plaintiffs in the action before the Supreme Court.

The brief by the eight associations asserts that the Pennsylvania law "provides for direct subsidization out of public funds of schools organized, controlled and operated to propogate particular religious faiths."

Several states have contrived various devices "to effect subsidization without appearing too flagrantly to be violating the First Amendment and state constitutional prohibitions," the statement says, pointing to the Pennsylvania statute as an example. "Labeled a contract for the purchase of services, the transaction between the state and the sectarian school is no such thing. The school receives public funds for continuing to do what it has always been doing and what it has legally been required to do."

"Unless the courts close their eyes to what everyone else can see," the associations declare, "they can hardly fail to see that what is called a purchase of services is nothing but a subsidy under a different label," the brief states.

Kansas, Maryland groups win political awards

The Kansas-NEA and the Teachers Association of Anne Arundel County, Maryland, tied for first place in this year's annual Charl Ormond Williams award for outstanding political activity.

The award, administered by the NEA Citizenship Committee, recognizes outstanding political action resulting from a plan developed at one of the political clinics cosponsored by the NEA Citizenship Committee and NEA affiliates.

Each winner receives an inscribed plaque to be retained permanently, $100 to advance the association's political activity, and a silver loving cup to be held for a year. The Kansas and Anne Arundel associations will share the cup for six months each.

Kansas-NEA was cited for developing an effective statewide political force, implemented by nine regional Teachers-in-Politics weekend clinics in April and a follow-up program for local assistance.

TAAAC members organized "Teachers for Better Government," which coordinated an all-out voter registration drive, developed precinct consultants, compiled information on candidates' qualifications, and coordinated fund raising.

Honorable mention plaques and $25 each went to the Allentown (Pa.) Education Association, the Racine (Wis.) Education Association, and the Elgin (Ill.) Teachers Association.

Systems with negotiations double in 3 years

The number of systems with teacher-school board negotiation agreements has more than doubled in the last three years, according to an NEA survey released during the 1970 Convention.

The report indicates that 3,294 districts (53 percent of the school systems that responded) had such agreements in school year 1969-70, compared with 1,531 (25 percent of the respondents) in 1966-67 when the first negotiation survey was made.

Six out of every 10 public school teachers—more than one and one-fourth million of them—are now employed in districts having negotiation agreements. Three years ago, about 4 in 10 were in such districts.

The recent annual survey, with responses from nearly 6,200 school districts having enrollments of 1,000 or more, showed an increase of 25 percent in the number of systems with agreements this past school year compared with the previous year, 1968-69.

8 of 10 with NEA

Local affiliates of NEA represented more than 8 teachers out of 10 in all of the districts with negotiation agreements in 1969-70, an increase of 176,200 over 1968-69 (from 79.9 percent to 81.1 percent). Teacher representation by local units of the American Federation of Teachers, AFL-CIO, increased by 22,300 during the year.

NEA affiliates represented teachers in about 9 out of 10 of the 1,831 school systems that negotiated with instructional personnel for the first time during the past three years.

In 10 states, more than 90 percent of the instructional staff is now employed in school systems with negotiation agreements. These are Michigan, California, Alaska, Washington, Minnesota, New York, Oregon, Connecticut, Maryland, and Massachusetts. In 1966-67, no state was above the 90 percent level.

Of the eight U.S. Bureau of Census regions, only the Southeast and the Southwest now have less than 60 percent of the instructional staff employed in systems with negotiation agreements, according to the annual report.

600 educator-leaders gather in Australia

"The Qualities of a Teacher" was the theme of the WCOTP annual assembly held in Sydney, Australia, August 3-13. Ninety NEA members attended, representing NEA, local and state associations, and national affiliates. NEA President Helen Bain chaired the NEA delegation.

President Bain addressed the assembly on the theme and stressed the need for the organized profession to be able to determine its own destiny. Mrs. Bain spoke about the necessity of the profession to control who enters and who remains in the profession so that those qualities of the teacher which the profession considers necessary will be the ones that get the greatest emphasis. She pointed out the need for careful identification and examination of the desired qualities of the teacher and discussed the qualities of the teacher in regard to his professional and academic roles and his relationship with society and the community.

One of the four rapporteurs who made up the resolutions committee was George Fischer, NEA immediate past president. Fischer presented the resolutions dealing with the qualities of a teacher as they relate to teacher preparation. He stressed the need for nondiscrimination and for improving the profession's status and conditions of work, so as to attract and retain the highest quality of individuals in the teaching profession.

The three delegates from Nigeria publicly praised NEA for help it gave the Nigerian teachers immediately after the end of the civil war.

About 600 delegates and observers—the largest number ever to attend a WCOTP annual assembly—elected William G. Carr as president for a two-year term. Carr has been serving as secretary general of WCOTP since its inception. He defeated the Rev. J. Harold Conway of Canada for the presidency. John Thompson assumed his duties as secretary general of WCOTP.

The 1971 WCOTP assembly will be held in Kingston, Jamaica, August 4-12.

ICHPER sessions

Nearly 500 delegates from 23 countries attended the 14th annual Congress of the International Council on Health, Physical Education, and Recreation July 30-August 3. The Congress immediately preceded the WCOTP Assembly of Delegates in Sydney, Australia. The theme of the ICHPER Congress this year was "New Endeavors in Physical Education, Health Education, and Recreation."

John M. Cooper, immediate past president of the American Association for Health, Physical Education, and Recreation, spoke to the Congress on "What We Know About Man and How He Moves; From a Kinesiological Standpoint." Other speakers included Liselott Diem, Germany; Gunsun Hoh, Republic of China; and Sylvester Thomas, Liberia.

NEA President-Elect Morrison and President Bain study WCTOP working papers and listen to simultaneous translations during the sessions in Sydney, Australia.

The annual WCOTP/ICHPER Health Education Seminar was conducted by Elsa Schneider of the U.S. Office of Education. The theme of this year's seminar was "New Endeavors in Curriculum Design."

Sir Ronald Gould, retiring president of WCOTP, spoke on "An Educator Looks at Health, Physical Education, and Recreation."

A ski trip to Switzerland is among the winter tours.

NEA travelers to Guatemala can view this ancient Mayan temple.

NEA-operated tours offer

Winter and spring trips for teacher-travelers

Eleven winter vacation trips—to South America, the Caribbean, Europe—are awaiting members of the united teaching profession this year. Several of the trips will be repeated at spring vacation time.

All the tours are operated by the NEA Division of Educational Travel in cooperation with many state education associations.

Among the travel adventures scheduled for this winter are:

Surinam and Guyana ($585 from New York, December 24-January 1). These countries are an enclave of distinct flavor on the coast of South America, a fascinating mosaic of cross-cultural patterns in a setting of lush jungles and rugged natural beauty. They offer a world in miniature founded upon a centuries-old colonial heritage from Holland, Britain, and France. There are Creoles, East Indians, Indonesians, Bush Negroes, Amerindians, Chinese, and Europeans, each with a distinctive way of life, exotic foods, special ceremonies, and forms of art.

The traveler can step from his ultramodern hotel into the bush to visit tribal villages, see a voodoo dance, or thrill at the majesty of Kaieteur Falls, five times the height of Niagara. He can revel in the streets of the spic and span Dutch port of Paramaribo and browse through its quaint shops.

Guatemala—An Invitation to Adventure ($515 from New Orleans, $632 from Chicago, $661 from New York, and $639 from Los Angeles, December 24-January 1). Here a traveler can refresh himself in a land on a cool tropical plateau. He can span the centuries from bustling and sophisticated Guatemala City to Tikal, a Mayan city of 3,000 years ago. He can cross Lake Atitlan and visit an Indian village, relive the Spanish colonial grandeur of the old capital of Antigua, enjoy being pampered at the Ritz Continental of Guatemala City.

Calypso Holiday in Trinidad ($490 from New York, $592 from Chicago, December 24-January 2). Trinidad is a lovely and lively cosmopolitan island, of European, African, Asian, and other people culturally intermingled and living together at peace. Trinidad is a floral paradise, the home of calypso, the limbo, and the steel drum. NEA travelers' center of operations is the exquisite Trinidad Hilton. Free airfare is included to the nearby Robinson Crusoe island of Tobago.

Ireland: Land of the Leprechaun ($499 from New York, December 24-January 3). This tour includes motoring about the Emerald Isle from Shannon, Tralee, and Cork to Wexford and Galway, with several days to take in the sights of Dublin's fair city, kiss the Blarney Stone, see the Kennedy ancestral home, visit the Waterford glass factory, and applaud the Abbey Players. Travelers can join in the traditional sing-song and in all the special festivities that top the Christmas season. And as for hospitality, nothing compares with the "auld sod."

Other Christmas Vacation Trips. Three of the 11 winter vacation trips go to Europe. In addition to the jaunt through Ireland, there is a ski trip (including nonskiers too) to Switzerland and a warmer weather visit to Italy and Capri. Other trips include San Juan, Hula Holiday, Bermuda, Barbados, and Mexico.

Spring tours

Four 1971 spring vacation tours are scheduled. The earliest ones are to the delightfully British garden isle of Bermuda (April 1-9), staying at the elegant Castle Harbour Hotel, and to Trinidad (March 31-April 9). Both are a repeat of the tours being offered at Christmas time. Another spring repeat of a winter tour will be the Easter visit to San Juan (April 9-18).

Again in 1971, the Desert Journey is expected to be a favorite, with its several days on camel back in a de luxe caravan across the desert. This trek to the Near East will include visits to Amman, Jerash, Aqaba, and Petra (April 2-17).

Trips to Bermuda are offered both this winter and next spring.

TO: NEA Division of Educational Travel
1201 16th St., N.W.
Washington, DC 20036

Please send me:

☐ **Holiday Adventures Christmas/Spring 1970-71** (an illustrated booklet giving all the itineraries and details of both the winter and spring vacation tours).

☐ **Capsule of Tours 1971 Summer** (a summary of 82 tours being offered: Around the World, Europe, United States and Canada, Latin America, Christmas Capsule, and Easter 1971).

Name _____

Street _____

City _____ State _____ Zip _____

clip here and mail to NEA Travel Division

Fall TV classroom guides set

"Teachers Guides to Television"—classroom aids chosen with professional advisers—are again available this school year. The fall issue of the guides will reach schools in October.

Twelve major TV programs from November through February will be covered in the fall issue, which will also include guides to the elections and to learning with television commericals.

The guides announced this month that two educators had been added to the advisory panel: Owen B. Kiernan, executive secretary, National Association of Secondary School Principals, and Paul L. Houts, director of publications, National Association of Elementary School Principals.

"Teachers Guides to Television" cost $3 for a school year or $2 for a single semester (25c per issue handling charge for orders fewer than 10; 10 percent discount on orders of 100 or more—50 or more if sent to the same address). A special offer is available for first-time subscribers, who may order the guides for $2 per school year or $1 per semester. Order from: Teachers Guides to Television, P.O. Box 564, Lenox Hill Station, New York, NY 10021.

NEA cooperates on TV specials for children

"For the Love of Fred," a story of a six-year-old caterpillar who can't remember how to make a cocoon, will open NBC-TV's 1970-71 season of Saturday morning children's specials. It will be telecast September 26 at 11 a.m. (EDT). Produced in cooperation with the NEA, the eight one-hour specials will be telecast monthly. "The programs will be from a child's point of view," according to George A. Heinemann, vice-president of children's programing for NBC-TV. "We will build into all of them the simple element of 'reach.' The child will be able to reach for entertainment and information." Pictured above are Calvin the crow, Albert the chipmunk, Fred the caterpillar, and Magnolia the ostrich.

names in the news

F. Stewart Kinley, classroom teacher, Maine, has been appointed to the Professional Ethics Committee by NEA President **Helen Bain** with approval of the Executive Committee. Mrs. Bain has also appointed the following members to the Council for Human Relations for two-year terms—**Thelma Spannbauer,** Indiana, and **Wade Wilson,** Pennsylvania; and for three-year terms—**Edith Manfredi,** New Mexico; **Ouida Ott,** South Carolina; **Raymond Tengan,** Hawaii; and **Lois Wilson,** New York.

Francis J. White, Jr., formerly assistant executive secretary of the Massachusetts Teachers Association, is the new executive secretary of the New York State Teachers Association. He succeeds **G. Howard Goold,** who retired in July after 19 years as executive secretary of NYSTA.

New associate secretary of the American Association of School Administrators is **John Goodspeed Stuart,** who was superintendent of Adams County School District 14, Commerce City, Colorado.

Sam M. Lambert, NEA executive secretary, and **Harold H. Eibling,** president of the American Association of School Administrators, are among the Presidential appointees to the 40-member National Reading Council.

Lambert has also been elected a director of the United Nations Association of the United States of America. The UNA/USA represents the United States in the World Federation of UN Association and promotes the United Nations in this country.

During the San Francisco Convention, the NEA Board of Directors paid tribute to Honorary Board Member **James Cullen,** New York, and gave him a certificate recognizing his 21 years of service on the Board.

Ulysses Byas, who has been serving as director of administration for the newly formed Georgia Association of Educators, Atlanta, is now superintendent of the Macon County (Alabama) School System. Byas was formerly assistant executive secretary of the Georgia Teachers and Education Association.

Association of Classroom Teachers President **Donald F. Wilson** announced the following appointments to the Joint Commission of ACT and the American Association of School Administrators: **Kenneth Haller,** Reno, Nevada; **Maunelle Martin,** Scottsdale, Arizona; and **Lithangia Robinson,** Atlanta, Georgia. Serving on the Commission on an ex-officio basis are Mr. Wilson; **Jim A. Roady,** president-elect; and **Betty I. Buford,** past president.

Gary Reul, Northwest regional director of ACT, has been appointed to serve as the ACT liaison with the National Commission on Teacher Education and Professional Standards.

Newly elected president of the Council on International Nontheatrical Events is **William G. Carr,** a long-time member of its advisory council. He is a former executive secretary of NEA.

Mrs. Willard E. Givens, wife of the former NEA executive secretary, died in July at Birmingham, Michigan.

Marie B. Speer, former classroom teacher representative on the U.S. National Commission for UNESCO, was included in the publication, *The Two Thousand Women of Achievement 1969.* Mrs. Speer served as ACT representative on the Commission from 1964 to 1970.

James Urie, who had been general sales manager of Teachers Services Corporation, is now corporation vice-president.

Charles M. Dorn, former executive secretary of the National Art Education Association, is now chairman of the Department of Art of the School of Fine Arts and Professional Studies, San Fernando State College, Northridge, Calif.

Los Angeles staffer wins Carr scholarship award

Arthur G. Cisneros, staff member of the United Teachers of Los Angeles, an NEA local affiliate, received the William G. Carr Scholarship Award at the 1970 NEA Convention. He begins his doctoral program at the University of Southern California this fall and will study ways of strengthening local associations in dealing with the education of the Mexican American child.

Named in honor of the former NEA executive secretary, the $1,500 scholarship award program promotes two of Dr. Carr's primary interests—international education and strengthening of independent professional organizations.

The award is given annually to (a) an officer or staff member of a local or state association to pursue graduate study designed to improve professional association work or (b) a graduate student studying international or comparative education *or* a teacher interested in studying teachers associations in other countries.

Categories in which the award is given alternate from year to year.

Deadline for future candidates for the William G. Carr Award has been moved up to December 15 each year.

The NEA Executive Committee has also stipulated that the award be increased from $1,000 to $1,500, and that presentation of the award be removed from the agenda of future NEA Conventions.

John E. Hammond has been named acting executive secretary of NAEA.

Lucille Carroll of Wooster, Ohio, past president of the Association of Classroom Teachers, NEA, and former member of the NEA Board of Directors, was honored recently when the Future Teachers of America club of the Wooster High School changed its charter name to the Lucille Carroll chapter. Miss Carroll was an adviser to the club from its establishment in 1947 until 1969.

Now assistant executive secretary of the American Association of School Librarians is **Joe Ann Stenstrom.**

Shirley H. Engle, professor of education at Indiana University, is now president of the National Council for the Social Studies. **John Jarolimek,** professor at the University of Washington, is president-elect, and **Jean Fair** of Wayne State University, vice-president.

E. Grant Venn, associate commissioner for adult, vocational, and library programs, U.S. Office of Education, on July 1 became associate executive secretary of the American Association of School Administrators and will serve as director of AASA's National Academy for School Executives.

Arthur G. Kaplan, whose experience includes organization and conduct of congressional and similar governmental investigation activities, is now with the Professional Rights and Responsibilities Commission as a senior staff associate.

Victor O. Hornbostel, former assistant director of the NEA Research Division, became dean of the College of Education at the University of Tulsa on August 31.

Merrill F. Hartshorn, executive secretary, National Council for the Social Studies, has returned from a three-month assignment in Indonesia. He was in Djakarta with a State Department/AID project serving as a consultant to a team of Indonesian educators in the preparation of social studies curriculum materials.

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Discovery—Sunday, September 20, ABC-TV, 11:30 a.m. "Discovery Goes to Key West." *September 27:* "School For Snow Fighters." *October 4:* "Discovery Goes to Ireland." *October 11:* "Discovery Goes to Belgium." *October 18:* "Trans-Atlantic Voyage."

In the Know—Saturday, CBS-TV, 9 a.m. A new series of two-minute, educational-informational broadcasts to be presented five times each Saturday at the end of each hour from 9 a.m. till 1 p.m.

Room 222—Wednesdays, ABC-TV, 8:30 p.m.

Marcus Welby, M.D.—Tuesday, September 22, ABC-TV, 10 p.m. This episode deals with the rampant increase of venereal disease among young Americans.

For the Love of Fred—Saturday, September 26, NBC-TV, 11 a.m. First in a series of eight one-hour children's specials. (See photo at left.)

Captain Kangaroo—Monday, October 5, CBS-TV, 8 a.m. The series celebrates its 15th anniversary as one of television's most honored programs for children. The anniversary program also launches a series of adventure visits, beginning with Puerto Rico.

The Three R's & Sex Education—Monday, October 5, NET, 9 p.m.

Civilisation—Wednesday, October 7, NET, 9 p.m. A series of thirteen hour-long broadcasts produced by the British Broadcasting Corporation and being shown for the first time on American television. The series focuses on the last 1,600 years of western culture, including art, music, and literature.

Our Vanishing Wilderness—Sunday, October 11, NET, 8:30 p.m. A comprehensive film account of how Americans are endangering their welfare by destroying the natural environment will be broadcast in eight half-hour programs starting October 11.

Magazines

Saturday Review *(September 19 issue)*—"The End of the Impossible Dream," by Peter Schrag. "Children of the Apocalypse," by Peter Marin. "Who Needs Schools," by John H. Fischer.

American School Board Journal *(September issue)*—NEA is "like an alliance of the U.S. Marines and Women's Lib," says James Betchkal in his article, "Forecast for Fall: Your Teachers Will Push with a New Might—for Nearly Everything."

(October issues)

Atlantic—"From Boola Boola to Bombs," by Louis Kronenberger. A report on the campus scene from 1900 to 1970. "A Report on Black Colleges."

Good Housekeeping—"Do Children Really Learn from Educational TV?"

Parents' Magazine—"The Hidden Handicaps to Learning," by Augusta Greenblatt. A report on programs for educating children with perceptual handicaps.

Seventeen—"A Psychiatrist and His Daughter Talk Frankly About Marijuana," by Ann Bramson. Dr. Stanley F. Yolles and his sixteen-year-old daughter discuss the reasons why teens smoke marijuana, the need of parental guidance, and why teens turn off school and turn on to drugs.

NEA urged to raise school bus standards

School buses that tend to come apart in collisions and endanger the lives of children who ride them are scored in a recent report by the National Transportation Safety Board of the U.S. Department of Transportation.

The board calls upon NEA, which recommends school bus construction standards to local school systems, to strengthen its requirements in an effort to reduce injuries and deaths.

The board's findings pertain to school buses which have the body attached to a truck chassis—a design used in more than 90 percent of the school buses produced each year. Too few rivets, bolts, and screws are used to connect the sheet metal to the bus body, the board said, and passengers can be cut on exposed metal edges when the buses disintegrate on impact.

The board estimates improved construction methods would add about $350 to the cost of each school bus.

According to Stanley Abercrombie of NEA's Commission on Safety Education, the problem derives from the purchase of school buses on low budgets involving public funds. To be successful in their bidding, competitive bus manufacturers must design vehicles as economically as possible and this can lead to something less than top quality.

He refers to a related construction item in an upcoming report developed by the NEA in conference with school transportation officials and school bus engineers which says, "If ceiling is constructed so as to contain lapped joints, forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged, or otherwise treated to minimize sharp edges."

Continuing efforts in safety education by the NEA over 25 years, including these conferences, have resulted in minimum standards for the states to use in developing their state specifications for school buses.

NEA's National Commission on Safety Education was terminated July 3 by vote of the NEA Representative Assembly.

Convention filmstrip ready

NEA Convention Highlights, 1970, a 35mm full-color filmstrip with tape-recorded narration, is now available. The 64-frame, 21-minute presentation is accompanied by printed materials that amplify discussion of resolutions, bylaws, and other business of the meeting. Filmstrip packets **(NEA Convention Highlights, 1970)** may be ordered from NEA Publication-Sales Section, NEA Center, 1201 16th St., N.W., Washington, DC 20036, at $7 each (stock #388-11720; all orders must be prepaid except for those on official purchase order forms; shipping and handling charges will be added to billed orders).

Recent court decisions extend limits of teacher rights law

Recent decisions handed down by the U.S. Court of Appeals for the Fifth Circuit in *Sindermann* v. *Perry* and *Lucas* v. *Chapman* have extended the parameters of teacher rights law. The NEA DuShane Emergency Fund was involved in both cases. NEA filed a friend of the court brief in the *Sindermann* case, and NEA Counsel presented oral arguments.

In *Sindermann* v. *Perry* the appeals court reversed a ruling of the district court which went against Robert Sindermann, a social science instructor at Odessa (Texas) Junior College. Sindermann alleged that his contract was not renewed solely because he exercised First and Fourteenth Amendment rights of expression, association, and petition. Sindermann was president of the Texas Junior College Teachers Association and in that capacity had testified before the state legislative committees on matters relating to tenure and academic freedom. He had also actively campaigned for elevation of the college to four-year status, a move opposed by the Board of Regents.

In both the Sindermann case and the Lucas case, involving a Bolivar County, Mississippi, principal who was nonrenewed for reasons stemming from his public criticism of school board and other faculty members, minimal standards of procedural due process were not met. Sindermann was simply informed that the Regents had voted to approve the president's recommendation not to renew his 1969-70 contract. He requested, but was not given, a hearing. Lucas was neither given specific reasons for his termination nor the names of persons who allegedly complained of his speech.

In *Sindermann,* the court ruled that where a nontenured teacher has an "expectation of reemployment" under the policies and practices of the district, the school system must show cause for the nonrenewal and give the teacher a hearing before a tribunal with academic expertise and the appearance of impartiality. The teacher, moreover, is entitled to be notified of the names of the board's witnesses and the nature of their testimony. (In *Lucas,* the court ruled that a nontenured teacher who had been continuously employed for a long period with successive short-term renewals had the necessary expectancy.)

In *Sindermann,* moreover, the court also provided certain procedural due process protections for nontenured teachers who do *not* have an "expectation of employment." The court ruled that if the teacher believes that the nonrenewal is a punishment for his exercise of constitutional rights, or "otherwise constitutes an actionable wrong," the teacher, upon notifying the institution of his claim, is entitled to be told why his claim is in error and to a hearing before a tribunal with the appearance of impartiality. Such a hearing, the court held, must include the right to confront and cross-examine witnesses produced by the opposition.

The Fifth Circuit's jurisdiction includes Alabama, Florida, Georgia, Louisiana, Mississippi, and Texas.

NEA Center for Human Relations offers film on pluralistic society

The problems of a pluralistic society which surround the educator and education association as well as ways to organize to solve these problems are explored in *The Teacher Is Between,* a 15-minute, black-and-white film produced by the NEA Center for Human Relations.

The problems probed by the film were drawn from testimony before the NEA Task Force on Human Rights, statements made at the center's annual human relations conferences, and a speech by Mrs. Martin Luther King, Jr., during the 1969 NEA Convention. The proposed solutions were culled from numerous state and local association workshops and meetings held since the center was established in 1968.

Among the problems illustrated in *The Teacher Is Between* are the feelings of Mexican-American children who are forbidden to speak Spanish in school and of black students in integrated schools who are excluded from extracurricular activities. The film also describes the plight of some Navajo pupils whose Anglo teacher thinks they cannot learn and tells of a teacher in Appalachia who wants to treat the people of the region as children.

The coupon below may be used to purchase or rent *The Teacher Is Between.*

NEA periodicals win five awards

Five All-American Awards for excellence in educational journalism were presented to editors of *Today's Education* and NEA Reporter at the 1970 NEA Convention in San Francisco. The awards were made by the Educational Press Association, a national independent organization of educational journalists.

"Students and Drug Abuse" and "See How They Learn" were the *Today's Education* articles which won the awards for the NEA magazine.

NEA Reporter awards were for an outstanding news story on the Los Angeles strike and for exceptional newspaper layout and for typographical excellence.

cut here and mail

To: Audiovisual Services
National Education Association
1201 Sixteenth St., N.W.
Washington, DC 20036

Please send **The Teacher Is Between** to:

Name.....

Address.....

City..... State..... Zip.....

☐ Preview and rental, $5.
Preferred play dates (please make 3 choices):

1. .....
2. .....
3. .....

☐ Purchase, $45.

Bill to:

Name.....

Address.....

City..... State..... Zip.....

NEA Reporter 9/70

cut here and mail

Survey reveals

Kentuckians want school funds but no taxes

With NEA's financial assistance, the Kentucky Education Association employed the services of an opinion research firm to learn Kentucky citizens' views about their schools and teachers. The findings, released early in August, revealed:

- 80 percent of those interviewed believe "teachers should have more to say about how schools are run."
- 75 percent believe most teachers "are sincere and dedicated people . . . deeply concerned with quality of education in Kentucky."
- Only 37 percent believe "classroom teachers have become too militant in their dealings with the state legislature." Because the survey was conducted shortly after Kentucky teachers' statewide walkout last winter, this response was quite revealing.
- 70 percent believe "too little money" is being spent on education in Kentucky and that teachers' salaries are too low. Actually, $7,054 was considered a "fair and proper" median base salary for beginning B.A. teachers, whereas the 1969-70 scheduled median in Kentucky was $5,225.

However, when asked about ways and means of securing the additional money needed for education, most respondents considered the property, sales, and income tax "completely out of the question." As sources of new money, some suggested increasing the cigarette tax and others urged consideration of adopting a lottery.

Thus, the survey indicates that votes cast against school-support measures represent resistance to taxes rather than expressions of dissatisfaction with schools or with teacher militancy, as some politicians like to claim.

In summing up the results of the survey, J. M. Dodson, KEA's executive secretary, stated:

"It shows that we do not have to convince the public that schools need more money and that teachers are underpaid . . . But it also shows that we have to face the tough but not impossible job of getting public agreement on practical sources of revenue to improve education in Kentucky."

At KEA's request, NEA has authorized a full-scale investigation that could possibly lead to sanctions in Kentucky. The survey included a question on NEA sanctions and about 80 percent of those interviewed had no idea what the term meant. Of those who understood the meaning of sanctions to some extent, two in three were opposed to the idea.

An NEA investigation committee is expected to begin holding hearings on school conditions in Kentucky by early October.

UNISERV . . .

(Continued from page 1)

Florida (15), Hawaii (5), Idaho (3), Illinois (12), Iowa (12), Kansas (5), Kentucky (14), Maine (2), Minnesota (11), Nevada (2), New Hampshire (3), Oregon (10), Rhode Island (3), Utah (5), Washington (13) and Wyoming (1).

The six nonunified states with unified locals qualifying under the "readiness" program are: Colorado (5), Massachusetts (2), Nebraska (3), New York (5), Tennessee (3) and Wisconsin (2).

Another round of applications is due December 1st. UniServ units approved at that time will be eligible to employ representatives effective February 1, 1971.

ENVIRONMENT . . .

(Continued from page 1)

we announce today is a matter of policy with NEA," she said. A resolution adopted by NEA's Representative Assembly last July states, "The Association strongly urges school systems to include environmental education and human ecology programs in their curriculum . . ."

At the same time, NEA's Association of Classroom Teachers, in cooperation with the American Association for Health, Physical Education and Recreation, an NEA affiliate, have published a comprehensive guide for teachers and their school districts that sets forth step-by-step a complete environmental learning program.

Donald F. Wilson, president of ACT, said he hoped the new publication, "Man and His Environment: An Introduction to Using Environmental Study Areas," will attract all teachers to the program.

"We emphasize in our booklet," Wilson said, "that this program is practical and feasible for every school district in America. It is not necessary to be within easy reach of a national park. An environmental study area can be established in a local park, at a state monument, or even in a city neighborhood," he concluded.

The goal of this innovative education program is "environmental literacy," Laura Mae Brown, president of AAHPER, said. "An environmenally literate person recognizes the world system composed of people, culture, and nature. He knows that man's activities alter the system to preserve or destroy man's environment."

Status of major education bills as of September 9, 1970—second session—91st Congress

Bill	House	Senate	Provisions
General Education Assistance Act of 1969 HR 10833 S 2199	Hearings concluded	In committee	NEA bill to authorize $100 per school-age child to the states for increasing teachers' salaries and meeting other urgent needs; provides additional $2.5 billion for poorer states.
Professional Negotiations Act for Public Education, 1969 S 1951 HR 12484	In committee	In committee	Establishes a Professional Education Employees Relations Commission in HEW to mediate disputes between school boards and teacher organizations. Authored by NEA, bill provides recourse to Commission should either side refuse to negotiate.
Elementary and Secondary Amendments of 1969 HR 514	Signed into law April 14, 1970 P.L. 91-230		Extends ESEA through FY 1973, consolidates ESEA III (supplemental centers) and NDEA VA (guidance and counseling), increases authorizations for Title I, expands impact aid to include children who live in public housing, and extends the 1968 Vocational Education Amendments.
Medicare for Teachers S 2969 HR 17550	Passed May 21, 1970	Hearings in progress	Extends Medicare coverage to teachers not presently covered, through agreements between HEW and state governments.
School Lunch Amendments HR 515	Signed into law May 24, 1970 P.L. 91-248		Amends National School Lunch Act of 1946 and Child Nutrition Act of 1966. Guarantees a free or reduced-price lunch to every "poverty-level" child; sets 20¢ maximum for reduced price meals; and increases authorizations for the pilot breakfast program.
Special Milk Program HR 5554	Became law without Presidential signature June 30, 1970; P.L. 91-295		Makes special milk program permanent, with authorization of $120 million annually.
Environmental Quality Education Act HR 18260	Passed August 3, 1970	Reported August 25, 1970	Provides money to develop curriculum, provides teacher training programs, and offers community education programs in environmental education.
U.S. Office of Education FY 1971 Appropriation HR 16916	Enacted over President's veto August 18, 1970; P.L. 91-380		Provides $4.4 billion for USOE in FY 1971; contains $75 million of the $150 million requested for desegregating schools; and retains Whitten amendment opposing forced busing.
Manpower Development Bills HR 10908 HR 11620 HR 13473—S 3867	Hearings concluded	Floor action due	Establishes new manpower policies with more authority to the Department of Labor. Senate bill provides public service employment provision.
Emergency School Aid Act HR 17846; S 3883	Hearings concluded	Hearings in progress	Administration bill authorizing $1.5 billion for FY 1970/71 to aid school desegregation.
Arts and Humanities Extension HR 16065 S 3215	Signed by the President July 20, 1970; P.L. 91-346		Extends National Foundation for 3 years, increasing authorizations to $40 million in FY 1971, $60 million in FY '72, $80 million in FY '73.
Mobile Teachers Retirement Act HR 13916 S 3887	Hearings concluded	In committee	Permits teachers to move across state lines without losing all retirement benefits.
Drug Abuse Education HR 14252 S 3134 S 3562	Passed October 31, 1969	Markup in progress	House bill authorizes $29 million over three years for training, materials, seminars, and pilot projects. S 3562 encompasses treatment and rehabilitation as well.
Child Development and Day Care Bills HR 13520 HR 15777 S 3060	Markup in progress	Hearings in progress	HR 13520 and S 3060 expand Head Start-type early child development programs with primary emphasis on the disadvantaged. HR 15777 consolidates all existing childhood programs.
Higher Education Bills HR 16621-S 3636 HR 16098 S 3474	Hearings in progress	Hearings in progress	Revamps higher education legislation.
Impact Aid Reform HR 16307-HR 16387 S 3581	Hearings concluded	Hearings in progress	Proposes changes in distribution formula for impact funds cutting out 2,000 school districts.
Public Broadcasting Extension HR 17982 S 3558	Reported July 1, 1970	Passed Senate May 19, 1970	HR 17982 extends life of Corp. for Public Broadcasting for one year with a $30 million authorization. S 3558 is a three-year open-ended authorization.
Youth Conservation Corps S 1076	Signed into law August 13, 1970; P.L. 91-378		Establishes pilot program to employ youths aged 15-18 in conservation projects during the summer.

Action conference

More than 300 educators took part in the 7th annual study/action conference of the National Association of Elementary - Kindergarten - Nursery Educators last month in Washington, D.C. The conference focused both on creating greater awareness and understanding of resources available to extend and enrich the lives of children and on assisting participants in identifying resources within themselves and the children with whom they work. Major consultant for the conference was Leland Jacobs, professor of education, Teachers College, Columbia University. Above is one of the resource leaders participating in the sessions, Rudolph Miller, assistant county superintendent, N.W. Regional Instructional Materials Center, Edinboro, Pennsylvania. One of the highlights of the conference was a display area showing the kinds of learning centers that could be set up in a kindergarten.

South Dakota vote

In a statewide referendum early this past summer, the South Dakota Education Association membership, considering actions of the SDEA representative assembly, approved a full-time president and a dues structure change to .004 of the average state salary of certificated personnel.

In the same referendum, the membership overturned by 324 votes the decision of the assembly to unify, effective September 1.

Profession applauds

California self-governance law

The approval of Assembly Bill No. 122 on July 30 by the governor of California assures that the function of decision-making about licensure, accreditation, and other matters relating to teacher standards and practices in California will be lodged with a Commission for Teacher Preparation and Licensing composed of a majority of educators.

The new California Commission is composed of ten professionals and five laymen. Six are to be public school certificated personnel, four higher education personnel, two local school board members, and three laymen who have not been either teachers or board members.

A division of responsibility is provided for in the law through a Committee of Credentials, consisting of seven persons to be appointed by the commission. The commission may assign to the Committee duties relating to the granting, issuance, suspension, and revocation of credentials and life diplomas, including investigation of allegations of misconduct for which an application or credential may be denied.

Other duties of the commission include providing leadership and coordinating resources for the improvement of teacher education; establishing advisory committees from specialized subject-matter groups to help formulate performance standards for general teaching and other educational specialties; developing new or employing existing objective examinations as a measure of subject-matter knowledge; and developing and recommending to the Legislature legislation to require continuing education of certified personnel.

Margaret Lemmer, California Teachers Association president, said: "Much effort went into achieving a workable bill which would move the teaching profession in California toward its goal of professional autonomy. . . . For the first time . . . teachers have seats at the table where decisions are to be made about licensure and certification. Heretofore, teachers have been required to shoulder responsibility without having any authority to bring about needed changes in teacher education or credential requirements."

Roy Edelfelt, executive secretary of NCTEPS, said that "this legislation provides the kind of legal status which, if wisely and objectively implemented with the broad involvement of the teaching profession, could be of great significance in accomplishing self-governance of the profession."

Minnesota presses self-governance

Getting teachers in Minnesota organized to make self-governance a reality is a top priority in Minnesota this fall, according to Bob Arnold, Minnesota Education Association president, and Ruth Dittes, MEA TEPS chairman.

"The MEA urges that legislation be enacted that will provide for a legally established professional standards council charged with the responsibility to establish policies and standards related to licensure of teachers; the issuance of emergency permits; areas of adequate preparation; accreditation of teacher education institutions, and programs, studies and research designed to improve teacher education, including continuing education for teachers," says A. L. Gallop, MEA executive secretary.

State leaders are working in conjunction with staff members of the National Commission on Teacher Education and Professional Standards in planning and conducting workshops for local leaders, developing materials for use in local associations, and planning a statewide meeting.

Approximately 75 TEPS division chairmen and representatives from their local associations met in St. Paul, Minnesota, August 20 to discuss the rationale for self-governance and its implications for Minnesota teachers. They tested and provided feedback on a discussion guide for local leaders and a slide-tape presentation on the why of self-governance, both of which were developed by the NCTEPS staff. Bernard McKenna, of the NCTEPS staff, worked with the group.

NCTEPS staff members will meet twice this month in Minnesota with MEA officials and staff to revise materials and plan for a statewide workshop on governance in November.

NCTEPS is helping to finance the hiring of a part-time association staff member, Bob Black, to coordinate self-governance activities in Minnesota.

Minnesota is one of a number of pilot states with which NCTEPS is contracting to work this year. Work has already begun in Pennsylvania, New Mexico, Michigan, Iowa, and South Carolina.

Michigan association adds services

Delegates to the annual representative assembly of the more than 75,000 member Michigan Education Association last spring voted to hike the MEA annual budget from $3.8 million to nearly $7 million.

The 400 assembly delegates endorsed a program to increase the size of the MEA professional staff from 39 to 75, with an additional 52 staffers to be added during the 1971-72 fiscal year.

The massive increase in staffing was adopted to provide more effective field service to MEA's 550 local units. It means there soon will be one field representative for each 800 members, whereas the ratio is presently one to 2,350.

Included in the immediate staff increase is the addition of four persons for the newly authorized minority affairs division. This unit will be established to develop a program to research the educational needs of special population groups within the state and to develop curriculums for teaching minority students. The new division will also develop methods to improve the self-image of minorities, disseminate legislative information pertinent to minority groups, initiate an agressive recruiting program of minority educators, and develop pilot programs for local minority groups.

Dues increased

To finance these new undertakings, the assembly delegates approved a dues increase from the current $47 to $82 annually. Michigan members are also NEA members, the state having unified in 1968. About 25 percent of the cost of the new staffing program, or some $367,000, is expected to be financed by NEA, returning to Michigan about half of the national dues increase.

The assembly also authorized the establishment of a political action council. Known as MEPAC (Michigan Education Political Action Council), the council is composed of six officials of MEA and one MEA member from each of the state's 38 senatorial districts. Its purpose is to organize teacher participation in political parties. MEPAC will become the political arm of MEA within the legal limitations for this type of organization.

BUSING . . . *Continued from page 1*

ordering the use of zoning, pairing of black schools with white schools, and cross-town busing to achieve desegregation at the elementary school level as well as the higher grades. In asking leave to file its brief, the Association quoted from a resolution of its Representative Assembly which notes that acceptable desegregation plans necessitate "a variety of devices" such as those mandated by the district court in Charlotte.

NEA major points

In supporting the lower court's ruling and opposing the appeals court decision regarding elementary schools, NEA made these major points in its amicus curiae brief:

• By laying down a "reasonable means" test to judge the validity of court-ordered desegregation, the appeals court formulated a vague test that openly invites school districts to circumvent the constitutional right of black children to equal educational opportunities. Such rights cannot be left in limbo merely because their implementation costs money.

• At the least, a compelling governmental interest should have been shown to justify the circuit court's failure to affirm the district court's implementation of the most effective plan before it to desegregate the dual system. This is especially so because in Charlotte residential segregation stemmed in part from state and local governmental action, including relocation of families because of urban renewal, population density zoning, judicial enforcement of racially restrictive covenants, and school board actions in locating schools so as to serve segregated neighborhoods.

"A state may not locate people in particular residential areas because of their race and then put them in all-black schools because of where they live," the NEA said. "To do so is simply to put black neighborhood children in black neighborhood schools because they are black. This . . . violates the Fourteenth Amendment."

• The cost of busing, existing and additional, would be no more than 1.3 percent of the school board's operating budget, whereas the national average for school transportation is 4.3 percent.

• Since evidence indicates that blacks perform better in desegregated schools than in all-Negro schools, the busing can provide increased educational opportunities for black children. Busing is better—and considerably less expensive—than compensatory education in improving education for Charlotte's Negro pupils.

• Children of all ages throughout the nation are already being bused to schools—some 18 million pupils in 1969-70.

• For ghetto children the impressionable years are more important than junior and senior high school years for achieving equality of educational opportunity.

• Educational gains resulted from the national effort to consolidate rural schools in recent decades. This effort, resulting in the integration of farm children and village youngsters, also involved transporting children to more distant schools.

• The average one-way trip for the additional busing ordered by the district court requires only 35 minutes. This is within generally recognized standards for elementary students. Today the average one-way trip in the Charlotte system takes nearly an hour and a quarter.

• Busing of children would cause negligible aggravation of local traffic problems, certainly not to the extent of offsetting the positive effects of desegregation.

• In considering the additional busing that would be needed to carry out the desegregation plan, the Court should consider the fact that increments in busing should have been going on since the landmark Supreme Court school desegregation ruling of 1954. "Had the appropriate steps been initiated [16 years ago] . . . the increment in busing at this time would be modest indeed," the NEA brief said.

The cost of preparing and filing the friend of the court brief is being borne by the NEA DuShane Emergency Fund, which was established to guarantee the professional, civil, and human rights of American educators.

1971 cars ready

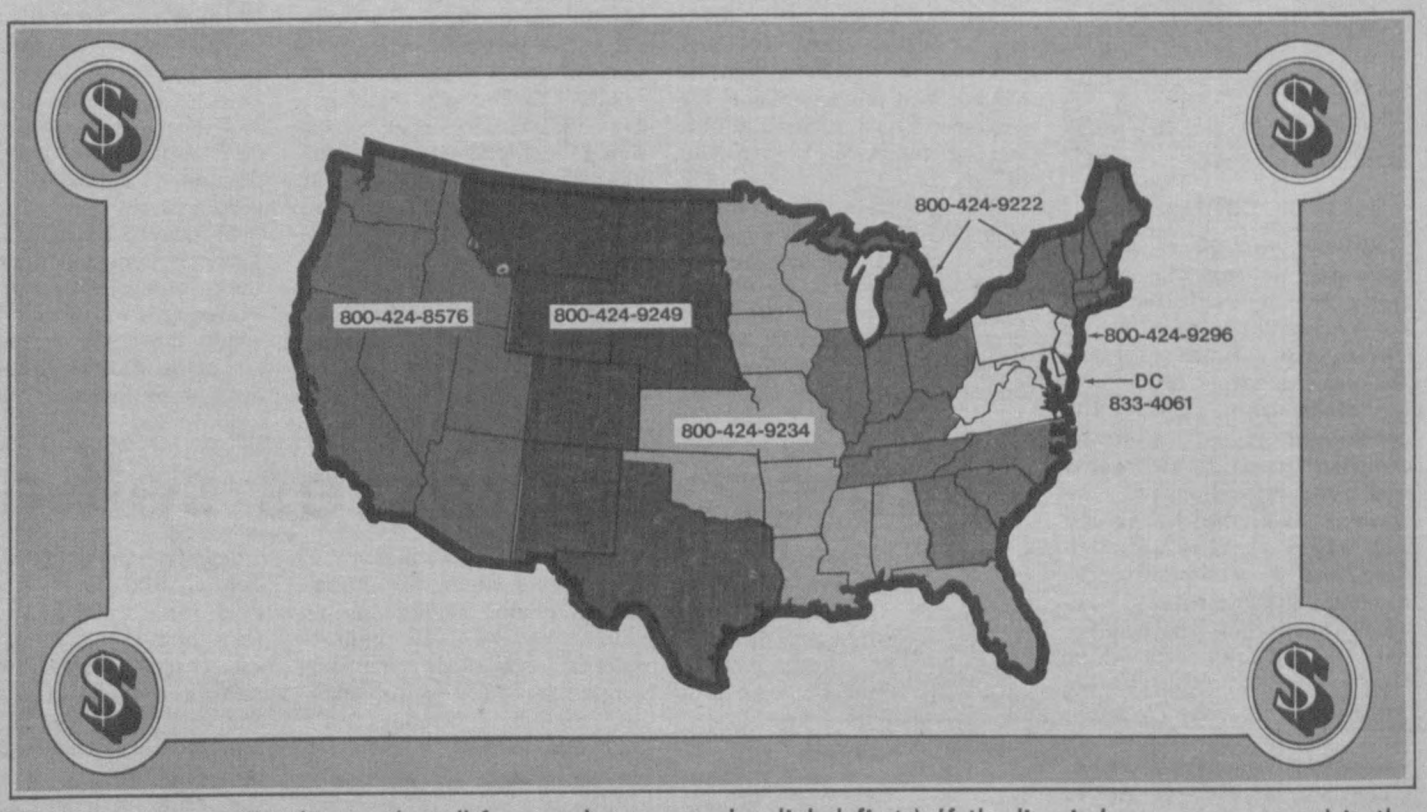
Members can now lease automobiles via coast-to-coast toll-free phone call

NEA members can lease a new, 1971 auto by calling toll-free from anywhere in the continental United States.

This new service—now in effect—is part of a reorganization of the auto leasing program offered by Teachers Services Corporation, a privately held leasing company wholly owned by NEA and its state and local affiliates.

To use the service, a member merely chooses the toll-free telephone number for his area (from the map at right). One call gives him complete information, including exact monthly cost of the model and make of 1971 automobile he wants, with the extra equipment he wants. Included are the new mini-compact cars just out.

Members may, of course, get information about auto leasing by mail, too. The coupon at the bottom of this page is designed to bring detailed information by return mail.



This "money map" indicates the toll-free number members may call to save money via TSC auto leasing. (In some parts of the continental U.S., the number "1" must be dialed first.) If the line is busy, you can send in the coupon at the bottom of this page and TSC will call you.

New thinking

The idea of leasing an auto is probably new to many NEA members, said James Urie, TSC vice-president in charge of the program. But, he said, consider this: "Auto manufacturers now estimate that more than 50 percent of all vehicles on the road in 1975 will be leased."

"There are a lot of reasons in favor of leasing instead of buying," he said. "As a member of the teaching profession, you have a definite advantage available to you. We'll explain how it's possible to lease more economically than it is to buy."

The main advantages of TSC auto leasing are these, he said:

• **No down payment.** This means you can keep your present car, since it is not needed for a trade in. Drive it—or sell it and keep the cash. Further, TSC will help you sell your old car—just call and ask.

The only initial expense in leasing a car through TSC is a refundable $150 security deposit. No loan companies, banks, etc., are involved; the member who leases a car preserves his credit for other needs.

• **Low lease payments.** TSC rates are low because of the volume purchasing and volume financing possible through the united teaching profession.

• **A warranty with extra muscle.** Suppose your TSC car needs attention under the manufacturer's warranty plan. Your dealer either declines to do the work or doesn't do it to your satisfaction. With a TSC lease, you can forget the problem—you merely call or write to TSC. The TSC employees use their strength as volume buyers to see to it that your warranty is honored fully.

• **Complete insurance plan.** By leasing with TSC, you are automatically covered by $100,000/$300,000 bodily injury liability; $25,000 property damage liability; $2,000 medical expense coverage; $100 deductible collision; full comprehensive coverage; and uninsured motorist coverage. In addition, you receive 24-hour towing and emergency road-service insurance.

Questions and answers

How TSC auto leasing saves you money

Because auto leasing is a new idea to many NEA members, the REPORTER asked James Urie, vice-president of Teachers Services Corporation, some questions about the program:

Q. How can TSC offer lower rates?

A. Volume purchasing. Volume financing. Low overhead. It's as simple as that . . . but it adds up to big savings. TSC, by the way, is the leasing company sponsored by the NEA and its state and local affiliates. We were formed to provide a unique service to NEA members.

Q. Are there any hidden costs?

A. No. some other lease plans have hidden costs. The open-end or finance lease specifies that at termination you owe the difference between the amount paid in and the current wholesale market. TSC, however, guarantees the depreciation over the term of the lease. What seems to be a "good deal" by the month with some other plans turns out to be more expensive in the end.

Q. I keep my car over three years—why lease?

A. In addition to the numerous advantages of the TSC auto lease plan, you can purchase your leased car at the end of your lease at a predetermined wholesale price. Wouldn't you rather drive a car for two or three years before deciding whether to buy it?

Q. How long is the lease term?

A. Two or three years—with some attractive end-of-lease options:

• For example, at the end of your lease period, you can replace your lease car with a current model of your choice.

• You can purchase your car outright at the predetermined wholesale value (your lease has a guaranteed purchase option).

• Maybe at the end of your basic 24-month lease you'll decide to extend your lease another year. Fine. TSC will extend the lease and give you a further discount.

• You can sell the car and send us the purchase option amount to clear the books.

• Or, you may decide simply to return the car at the end of the lease.

If you like, we'll recommend the choice most beneficial to you when the time comes.

Q. Where do I take delivery?

A. At our nearest participating dealer.

Q. Suppose I relocate during the lease period.

A. No problem. Simply tell us your new address.

Q. Does leasing give me an income tax advantage?

A. In certain cases it may. There are situations which entitle you to write off part or even all of the cost. To find out if you qualify, see your accountant or financial counselor.

Urie believes that TSC auto leasing is the easiest way for an NEA member to have the car he wants. He also points out that there are a few other fringe benefits to the program: The member is under no pressure from auto salesmen; he makes no tiring trips to showrooms, does no price shopping. TSC does the haggling and gets the best price. TSC works out the insurance details and follows up on delivery.

The member has only to choose the make and model he wants, Urie notes. He concludes: "Pick up the phone and call one of the TSC numbers [see map at top of page], or write to us for information [use coupon at left]. Get your 1971 car now."

TO: Teachers Services Corporation
1156 Fifteenth St., N.W.
Washington, DC 20005

Gentlemen:

Please send me details and prices about leasing a 1971 automobile.

I am interested in:

make _____ model _____ style (body type) _____

Send the information to:

Name _____

Street _____

City _____ State _____ Zip _____

OR telephone me:

area code _____ number _____

clip here and mail to TSC

Pre-election Congress moves education bills

nea reporter

Published by the National Education Association

Vol. 9, No. 8 October 23, 1970 7 Washington, D.C.

Just prior to its pre-election recess, Congress acted on a number of bills that have been followed closely by NEA's legislative workers.

• On September 21 the Senate passed the Environmental Quality Education Act, which authorizes $26 million over three years for development of school curricula, teacher training, and community projects in environmental awareness. The House has already passed a $45 million environmental bill which contains a "small grants" provision allowing citizens groups or volunteer organizations to apply for funds. The Senate was expected to accept the House version and send the bill to the President.

• A Senate committee has approved a bill to help schools fight the growing problem of drug abuse. A $29 million, 3-year bill breezed through the House last October. Both bills provide grants for curriculum development and materials, pilot projects in drug education, and training for teachers, parents, law enforcement officials, and community leaders. The Senate version, which must gain approval on the floor, provides an additional $29 million for community-based programs.

• Medicare coverage for teachers and other public employees not covered by the fed-

(See CONGRESS, page 7)

Did your Congressmen support education?

Legislative report card on pages 5, 6, and 7

NEA Executive Committee endorses Marland nomination

After several hours of discussion with Sidney P. Marland, Jr. (right), President Nixon's nominee for U.S. Commissioner of Education, and with HEW Secretary Elliot L. Richardson (left), the NEA Executive Committee last month unanimously endorsed the nomination. Shown above with Secretary Richardson and the Commissioner-designate is NEA President Helen Bain. Following the meeting at NEA Center, Mrs. Bain said that NEA "found Dr. Marland's philosophy and plans for action consistent with NEA goals." The five priorities set by NEA's Representative Assembly are: bargaining rights for teachers, broad financial support for education, student and community involvement, the right of teachers to control the profession, and improved human relations. Nat'l. Educ. Assn. photo (Salisbury)

NEA groups join

Women ask cabinet post

A coalition representing more than 25 million women calling themselves the Talent Bank has urged President Nixon to appoint a special assistant to his cabinet to help women find job equality in the United States.

Talent Bank, launched early this year by the National Federation of Business and Professional Women's Clubs, has been joined by the National Association of Women Deans and Counselors and the National Council of Administrative Women in Education. NAWDC is an NEA associated organization; NCAWE is a national affiliate of NEA.

Talent Bank leaders, in a wire to the President, urged that he name a "Special Assistant for Women's Rights and Responsibilities who would serve as a direct liaison between the nation's women and their President." Noting that 51 percent of the population is female and that they are "still denied full constitutional and legal rights," Talent Bank leaders charge that it is the responsibility of the Administration to correct these injustices.

Talent Bank officials have collected over 1,000 names of competent women whom they consider eligible for cabinet and White House commission appointments. As high federal government openings become known, as well as commission task force positions, the names of qualified women are being sent to the White House for consideration.

Anna Rankin Harris, executive director of NAWDC, expressed concern in a letter to the President about implementation of the Report of the Task Force on Women's Rights and Responsibilities: "We earnestly request that you appoint a Special Assistant to carry out this vital task of helping the cause of equality for more than half of the population of our country."

At least two resolutions passed by the NEA's Representative Assembly in 1969 and reaffirmed this year support nondiscriminatory practices and standards on account of sex.

School nurses back medicine for pupil control

The use of medication to moderate certain pupils' behavior, with safeguards carefully observed, has been strongly defended by the president of NEA's Department of School Nurses.

Sally R. Williams, of the California School Nurses Organization, made her plea in testimony late last month to the Right to Privacy Inquiry on the Use of Various Behavior Modification Drugs on Elementary School Pupils. The inquiry was conducted by the Government Operations Subcommittee of the U.S. House of Representatives.

"We realize," Mrs. Williams said, "that the general public has recently become alerted to the possible abuse of this treatment. Any medical regimen could be abused, not only the prescriptions for behavior modification medications, but others. We do have a serious problem of drug abuse among our children and youth, but we must not allow those problems to jeopardize the effective treatment of one segment of our pupil population."

She added that "we school nurses have seen the value of this type of treatment for selected pupils."

Mrs. Williams explained that school personnel in recent years had become concerned that about two percent of their pupils with normal or above normal intelligence were unable to achieve acceptably in reading, spelling, and mathematics. Parents, teachers, and school nurses, she said, agreed that this pupil tended to have these characteristics: "The child was extremely hyperactive, as though he had 'springs inside,' had a very short attention span, could not write his full name, was excessively distractible, and had no impulse control."

Mrs. Williams noted that the literature is filled with documented case studies showing that such pupils, carefully identified by psychological and medical evaluation, have been significantly helped by amphetamines and Ritalin.

To protect these pupils, the NEA Department of School Nurses offered a number of recommendations to the inquiry group. These included: establishment of a division of special education in all state departments of education; special education classes for such pupils in all school districts; a fully operating admission and discharge committee for all special education programs, in all districts; and a comprehensive developmental-medical history for all pupils considered for any special education class.

Discount Books again offered

The NEA Special Services Division is again offering a list of popular books at a discount for holiday giving. The books—listed on the last two pages of this issue—may be ordered with the coupon on page 12.

The NEA Publications Division is offering a list of NEA professional publications again this year at a 20 percent discount. These publications are listed in the November issue of Today's Education, **which will soon be mailed to all members.**

opinion interpretation

This page of the REPORTER *is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the* REPORTER *are not necessarily NEA policy, which is set only by Association resolution.*

Make your political influence felt

The 1970 election is just a few days away. The education system in the United States has a tremendous stake in the outcome, and teachers—comprising the largest single professional group in the nation—have the opportunity to show their professional pride and competence by turning out in large numbers to influence that outcome.

The political activity of teachers, fully exercised, can assure that elected officials will represent the best interests of the nation's children and youth.

How do you rate your own political competence? The questions below will help you arrive at your own score—and give you some ideas for this election (and those to come).

To score: Count the number of your Yes answers.

Score: .....

A 13-15—Excellent
B 10-12—Good
C 7- 9—Fair
Below 7—Politically unsatisfactory!

	Yes	No
1. Have you listened to or read carefully a speech by a politician with whom you disagree strongly?	.....	.....
2. Have you ever written a letter to any elected official?	.....	.....
3. Have you ever met your U.S. Senators, your Congressman, or your state legislators?	.....	.....
4. Are you registered to vote?	.....	.....
5. Have you ever attended a political-party meeting?	.....	.....
6. Do you belong to a political group?	.....	.....
7. Did you vote—in the most recent primary election?	.....	.....
In the most recent general election?	.....	.....
In the most recent school board election?	.....	.....
8. Have you ever actively supported the legislative program of your state education association or that of the NEA?	.....	.....

	Yes	No
9. Have you ever helped in a political campaign by doing any of the following:		
• Telephoning?	.....	.....
• Ringing doorbells?	.....	.....
• Putting a candidate's sign in your yard and a bumper sticker on your car?	.....	.....
• Using your car to take voters to the polls?	.....	.....
10. Have you made a substantial financial contribution to the campaign of a candidate who is sympathetic to the needs of children?	.....	.....

If your score was less than 100 percent, there is still time to change your grade.

How?

Study the voting records of the candidates for national offices (see pages 5, 6, and 7).

Go out and make your vote and influence felt in the election of friends of education!

—Helen Bain, NEA president

Interview with Donald Wilson

Classroom Teachers president speaks out

Donald F. Wilson became president of the Association of Classroom Teachers, NEA, this summer, after serving as president-elect for one year. The REPORTER *asked him about his plans for his term of office.*

Question: What are your plans to implement your theme, "The Profession—Forging an Alliance with Youth"?

Answer by ACT President Wilson: Student involvement is one of ACT's program priorities during 1970-71. The ACT executive committee is going to prepare a statement on students' rights and responsibilities. A first draft will be considered when the executive committee meets in December of this year. The emphasis in the statement will be on the rights and responsibilities of secondary students and, to a lesser degree, elementary students.

As president of the Association of Classroom Teachers, I am urging that the topic of student involvement be included at the NEA Grass Roots Involvement Program seminars during 1970-71—either at the general seminars or at the ACT regular meetings held in conjunction with the seminars.

I'm glad to see that the Future Teachers of America is moving into the area of student involvement—that it is encouraging young people not only to explore realistic career opportunities in education but also asking future teachers how they would involve students in determination of school policies.

Q: There's been a lot of talk recently about student involvement in educational decision making. Do you think students should have a voice in setting school policy?

A: My answer is a very firm yes. It's not a question of *whether* students are to be involved, but *how* they're going to be involved, and what rights they're going to have.

Of course, students have responsibilities as well as rights, and educators can play an important role in pointing that out to them. I think any proposed change that comes from students should be judged on the basis of its probable potential to improve education, and not necessarily on the number of students who propose it.

"It's not a question of *whether* students are going to be involved, but *how* they're going to be involved."

I think there's a real relationship between student and teacher involvement. Teachers have been saying, "We want a voice in determining any policies that affect us." And this is what students are saying.

Q: Do you think that most classroom teachers in elementary and secondary schools share your views that students should have a voice in setting school policy?

A: To be realistic, I think we have a long way to go to convince many members of the profession that student activism is a good and positive thing. It will take some educational statesmanship on the part of leaders in the field to help teachers realize this—to point out that when communities think they know what's best for *students,* they also think they know what's best for *teachers.* I think it's important that teachers understand that the community that overlooks what students have to say will overlook teacher views as well.

Quite frankly, however, when students raise such issues as teacher performance and the quality of the curriculum, teachers may be reluctant to listen. But I think the students' raising these issues provides an opportunity to establish dialog and to insist upon shared decision making, keeping always in mind the capabilities and responsibilities of each party.

Q: The Nixon administration has emphasized accountability in education. How do classroom teachers view this issue?

A: ACT of course is very much interested in the issue, and at our study conference this fall we're going to deal with accountability from the classroom teacher point of view. I think the thrust for accountability will bring about the awareness that not just one segment of the profession, or one segment of society, is to be held accountable. Society, the school board, and the school administration are accountable as well as the classroom teachers.

Classroom teachers have been saying all along that if we're going to do an adequate job, we must have adequate resources to back us up. Yet classroom teachers do not determine the amount of money a community invests in its schools. I believe that the net effect of this movement will be to show how thinly educational resources are spread, and that additional services being called for require additional dollars and additional community commitment to education.

"Educators have to be involved with political and social issues because these issues are tied to the needs of kids."

Q: Recently the professional organizations have become more involved in political and social issues. Do you think this trend is going to continue?

A: I think it's going to have to continue, both for the profession and for society. More teachers are beginning to recognize that education and politics go hand in hand, and that educational decisions are necessarily political decisions. Classroom teachers are going to insist that their views on social and political issues be heard.

Politically, for instance, the NEA came out very strongly last year against confirming the nominations of Judge Haynsworth and Judge Carswell, in what I think was an appropriate use of the educational community's political power. Socially, I think desegregation is the immediate example of where the profession has become actively involved.

There are voices in the administration that are opposed to busing students on the grounds that using buses is a social rather than an educational approach to a problem. But the public schools in this country have always dealt with social problems—for instance, the Americanization of immigrants. So it seems to me that educators have to be involved with political and social issues because these issues are tied to the needs of kids.

Q: How do you see ACT working in the political and social arenas?

A: ACT hopes to develop a national comunications network whereby classroom teachers as a professional group can make their influence felt in legislation and politics. North Dakota was selected as the target state, and ACT, the North Dakota Association of Classroom Teachers, and the North Dakota Education Association conducted a pilot project to field test the idea.

I would like to see dialog established between classroom teachers and students across the country that will affect political

(Continued on next page)

NEA exhibit dedicated at UN headquarters

An NEA exhibit that will be seen by several million people was dedicated in New York last month by United Nations Secretary General U Thant (second from left) and NEA President Helen Bain. The exhibition—presented to UNESCO on International Literacy Day—will remain on display for about three years. It is located in the UN headquarters building opposite the entrance to the Security Council. With the Secretary General and the NEA President are Donald F. Wilson (left), president of the Association of Classroom Teachers, NEA; Alfonso De Silva (right), chief, UNESCO office, UN building; and Braulio Alonso, director, NEA Committee on International Relations.

ACT president...

(*Continued from preceding page*)

issues. Young people in this country—like teachers—are interested in realigning national priorities. I would hope that teachers would consider advocating released time, within reasonable limits, for students to work in politics responsibly.

ACT has been in the vanguard on social isues such as integration, and recently it has been moving into the field of the environment. The first publication in ACT's "New Developments in Teaching" series is called *Man and His Environment*. The booklet is intended to help teachers use environmental study areas, both natural and man-made, and it introduces an indisciplinary approach to studying these areas. I hope to see more publications in the series dealing with equally relevant social issues.

Q: The NEA is in the process of launching the Grass Roots Involvement Program. What are your expectations for GRIP?

A: As you know, the idea of the Grass Roots Involvement Program originated with the ACT executive committee. The program is intended to provide two-way communication between NEA and individual members by providing members with firsthand information on NEA programs and priorities and giving the NEA feedback on the concerns of members.

Following each GRIP seminar the ACT will hold its regional conference. Classroom teachers meeting together will be able to express their professional concerns so that their undiluted viewpoint will come through clearly in NEA programs.

Q: What are your plans and hopes for the ACT Forum during your year as president?

A: The Forum can make a difference in involving minority group members at the grass roots level. The Forum has the opportunity this year to plan some ACT programs to provide leadership training for minority group members. I feel we can't afford to lose that valuable resource.

I also hope that the Forum will move to implement the guidelines it has developed for establishing minority group forums at state and local levels.

I expect the Forum in 1970-71 to consider as well what ACT will do to guarantee minority group representation on the ACT advisory council when the current five year interim measure is no longer in effect.

Q: What are your views on the status of women in education, particularly in the professional associations?

A: Despite their numerical predominance in the teaching profession, women are still an untapped resource in leadership roles in the professional associations. It's something we as a profession have to look into. Perhaps ACT might consider establishing within its structure a group to gather some information regarding women in leadership positions in the profession.

Look at the picture at the elementary level. Despite the number of women in elementary teaching—and though there's a trend now for more men to go into elementary teaching, women still form the majority of elementary teachers—we find that elementary school principalships are going almost exclusively to men. There seems to be some inequity here, and I think the professional associations should consider it.

School desegregation monitored by NEA

NEA task forces have completed two weeks of monitoring desegregating school systems in Mississippi and Louisiana. A report summarizing NEA findings is expected to be released soon.

In response to requests from the Mississippi Teachers Association and the Louisiana Education Association, NEA sent 24 staff members into the two states to check reports of problems created by court-ordered school desegregation as schools opened in September.

Problems were encountered on the first day of activity when Mississippi Attorney General A. F. Summer obtained a temporary injunction and personally prevented two NEA staff members from entering schools in Edwards, Miss. During a 10-minute confrontation on the steps of the Edwards Attendance Center, Summer told NEA Assistant Executive Secretary Sam Ethridge and Southeast Regional Director Jim Williams they would be arrested if they entered any schools in Hinds County. The attorney general also threatened to seek injunctions in other parts of the state.

The task forces in both states were able to get into some schools and talk to teachers, administrators, pupils, parents, and other concerned citizens.

nea reporter

Published monthly (except August, December, and June) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

REPORTER telephone: (202) 833-5440

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EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

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news briefs

Teacher strikes in 60 districts

Some 60 teacher strikes took place this fall. Most were settled by early October, according to the NEA Research Division.

The division reported that the largest number of strikes by teachers in a single state took place in Michigan, where personnel in 23 districts walked out. Overall, teacher strikes occurred in 11 states, the division said.

Association wins Portland voting

The Portland Association of Teachers defeated the Portland Federation of Teachers in a close representation election September 30. The NEA affiliate received 1,488 votes; the union, 1,399.

Teachers fined in Los Angeles

Five officers and staff members of United Teachers-Los Angeles were found guilty of contempt of court for violating a temporary restraining order and preliminary injunction issued during the strike in Los Angeles last April. The fines—ranging from $6,000 to $500—are being appealed.

PCEA is victor in Philadelphia

The Philadelphia City Education Association was chosen last month as bargaining agent for the 1,000 Get Set employees in the Philadelphia schools. PCEA defeated the Philadelphia Federation of Teachers by a vote of 446 to 314 and will now represent the Get Set teachers in bargaining with the city school board.

Get Set personnel operate federally funded preschool centers.

Colleges affiliate in Minnesota

The Minnesota Junior College Faculty Association, an independent organization which represents and negotiates for about 75 percent of the total Minnesota state junior college faculty on 17 campuses, has voted to affiliate with the National Faculty Association of Community and Junior Colleges and the Minnesota Education Association.

More overseas teachers unify

Okinawa (AEAO), Philippines (CEA), and Korea (TEAK) have voted to unify local dues with Overseas Education Association-NEA in 1970-71 "in the interest of strengthening the voice and capabilities of the overseas teachers." These three locals initiated their own requirement in elections held last spring.

NEA contests discrimination

Teacher rights cases won

As the school year was beginning this fall, black educators in Columbus and Starkville, Mississippi, and Livingston and Concordia Parishes, Louisiana, won their rights in court.

U.S. District Judge Orma Smith, who heard the cases against both Mississippi school districts, issued preliminary injunctions restoring to the rolls black teachers who had not obtained other employment subsequent to their terminations.

Judge E. Gordon West, who heard the Livingston case, ordered that for the 1970-71 school year teaching and supervisory staff must be comprised of the same ratio of white to black teachers in each school as the ratio of white to black teachers in the system immediately prior to the implementation of the first step in the desegregation plan.

In Concordia Parish, the court granted an even stronger order calling, among other things, for racial staff ratios to be maintained in hiring and promotion for this year and imposing stiff reporting requirements on the system with respect to hiring, retention, and promotion of teachers.

The litigation, whose impact affects large numbers of black educators, was supported by NEA's DuShane Emergency Fund. Established to ensure the fair and equitable treatment of all educators, the DuShane Fund achieved important victories this fall in cooperation with local and state affiliates in Mississippi and Louisiana.

The effort to deny black teachers contract renewals in Columbus was based on the fact that they scored below 900 on the National Teacher Exams. In Starkville, on the other hand, teachers were denied reemployment because they lacked a master's degree or their scores were too low on the Graduate Record Exam, a test intended to serve as a screening device for students seeking to enter graduate schools rather than as a means of measuring teaching competence.

Other cases

Scores of educators in numerous other southern school districts are initiating law suits with DuShane Fund support.

In one city, a black vocational teacher with several years of experience was denied renewal. Meanwhile, the board employed a white vocational teacher who had limited experience. NEA has authorized funds not only to cover litigation costs in this case but also for a subsistence allowance to make it possible for the teacher to meet living expenses so that he can fight for his rights in court.

In Baker County, Georgia, Trulie Hammond, who has taught for 31 years, and Albert Rauls, a principal in Georgia since 1956 and in Baker County since 1964, were not reemployed this year. The school district, acting under court orders to desegregate its faculty and student body, had reduced its black professional staff by 11 and added 10 to the white professional staff. Their suit charges that the terminations were racially motivated and that neither was advised of the cause(s) for the board's action nor given an opportunity to be heard before an impartial tribunal.

More than 20 black Mississippi teachers who were denied reemployment in adjoining districts—Marion County School District and Columbia Separate Municipal School District—have initiated legal action against the two school boards. Even though the court has not set a hearing date, the school board in Marion County has "voluntarily" reinstated a few of the teachers involved, including the president of the Marion County Teachers Association.

A number of additional cases are being investigated and processed by the DuShane Fund staff. Attorneys working with NEA and state affiliates are planning legal strategies to combat discriminatory practices. The fund's administrative committee, for example, has already authorized litigation to reopen schools which remain closed to avoid desegregation as well as to contest the utilization of public funds for private segregated schools.

Associations honor members of Congress

Two members of Congress received special awards recently—one from NEA and one from an NEA affiliate. Senator Harrison A. Williams, Jr. (D-N.J.) (right, above), accepts the NEA Legislative Commission's Distinguished Service award for his record of educational support in the 90th Congress from NEA Executive Secretary Sam M. Lambert. Cecil Driver (left, below), president of the Overseas Education Association, presents the OEA School Bell award to Representative William Ford (D-Mich.) for the valuable contributions he has made to the Overseas Dependents Schools.

Teacher surplus?

Better education urged

School boards should use the present increased teacher supply —the greatest in 16 years—to inaugurate a new era of top-notch education for all children in the nation, NEA President Helen Bain said this month.

"By past standards," Mrs. Bain said, "the number of personnel to staff today's classroom has caught up with the demand. But is this all the nation really wants of education for the 1970's? We think not."

A by-product of turning this teacher surplus problem into an opportunity for upgrading education, she added, would be a reduction of the widely publicized current teacher surplus. In fact, there would be a teacher *shortage* today—not a surplus—if all schools were operating full tilt in meeting the educational needs of all children, with the classroom staffed only by fully qualified teachers. Even attaining "minimum standards of quality" would result in a shortage of 157,000 teachers.

The NEA president emphasized the urgent need for improved staffing in the following six areas:

(1) Replacement of teachers having substandard qualifications, hired as a stopgap measure during years of teacher scarcity, should be undertaken in earnest. One of NEA's continuing resolutions reaffirmed by the NEA Representative Assembly last July states that "each educator must have the knowledge and skills necessary to perform his duties based upon a broad general education with depth of preparation in special areas and a commitment to continued learning."

Mrs. Bain also stressed the need for teachers to have responsibility for the quality of education through professional standards boards and practices commissions. Unlike other professions such as the medical and legal, the education profession's present role in self-governance is merely advisory.

(2) Some schools are so overcrowded as to necessitate split sessions. In many classrooms the quality of education is diluted because the class is too large. Also, partly because of past teacher shortages, many teachers have been misassigned: an English or social science teacher, for example, trying to cope with a science or math class.

(3) Despite the *general* teacher surplus based on present staffing standards, a recent NEA survey indicated that applicants are in short supply in several subject areas, including mathematics, physical sciences, industrial arts, elementary school librarian, remedial reading and speech correction, and girls' physical and health education.

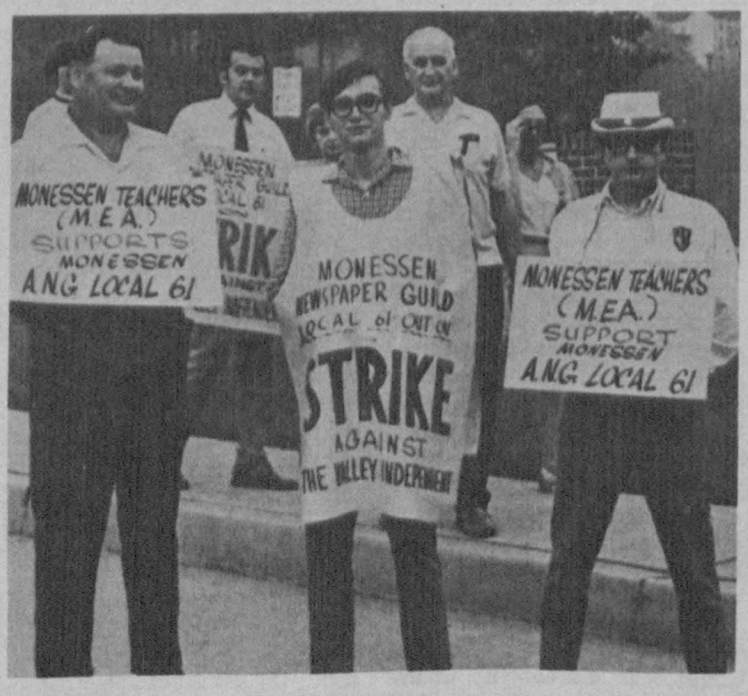
Desperately needed are more first-rate teachers for mentally, emotionally, and physically handicapped children. Many new special education programs should be launched, and others expanded, if even the minimal needs of this group are to be met.

Vocational-technical education is becoming increasingly important, especially for inner-city schools. However, this is one of the areas where there is a teacher shortage.

(4) Children in urban centers "are badly shortchanged" because of insufficient qualified personnel to provide "full and rich educational programs to compensate for years of neglect and decay," Mrs. Bain said. Many present teachers in the ghettoes are not educationally and emotionally prepared for their difficult task.

(5) Kindergarten programs should become universal. Since these early years are such a critical period in a child's educational development, the same proportion of five- and six-year-olds should be enrolled in school as are seven-year-olds now. Nursery school programs should also be expanded.

(6) Some instructional programs have been slashed back or discontinued, and new innovative projects kept on the drawing board, because of lack of qualified personnel to operate them. Now is the time to revive or gear up these programs.


MONESSEN TEACHERS (M.E.A.) SUPPORTS MONESSEN A.N.G. LOCAL 61
MONESSEN NEWSPAPER GUILD
STRIKE
AGAINST
MONESSEN TEACHERS (M.E.A.) SUPPORT MONESSEN A.N.G. LOCAL 61

Teachers picket with striking newspapermen

Teachers in the Monessen, Pennsylvania, area have been supporting a strike by newspaper guild members. The guild strike against the Monessen Independent, which entered its sixth week October 5, is backed (above) by Murino De Angelis (left) of the Monessen Education Association and David Blythe (right) of Elizabeth Forward Education Association. In the center is guild striker Elden Paulina.

Every NEA member, as a voter, has a voice in the makeup of the 92nd Congress, to be elected November 3. Work for the election of candidates in your state who are committed to better schooling. The voting records on this page show how each Senator voted—wrong or right—according to NEA's position on the issues.

U.S. SENATE
91st Congress

Record of the House, next two pages

The major concern of the 91st Congress was federal spending in relation to education and other national priorities. Relatively little new authorizing legislation was passed. NEA joined other major groups in the education community in efforts to retain, if not increase, the level of federal support of the nation's schools.

The voting records printed below are intended to give a reasonable profile of the Members of the 91st Congress with respect to these issues.

Voting records are based on roll calls as printed in the *Congressional Record*.

1. Retain Job Corps Centers

Resolution expressing "sense of the Senate" that Administration defer closing 59 Job Corps centers until Congress reviewed antipoverty legislation. NEA supported. Rejected 40-52. Roll Call No. 33, May 13, 1969.

2. NDEA Student Loans

Amendment to eliminate increase in NDEA student loans, educational opportunity grants, and college work-study program from Higher Education appropriation. NEA opposed. Rejected 38-56, Roll Call No. 77, August 12, 1969.

3. School Breakfast Program

Amendment to the Child Nutrition Act to authorize $150 million through Fiscal 1973 for the school breakfast program for children in families having under $4000 annual income. NEA supported. Passed 36-34, Roll Call No. 54, February 23, 1970.

4. Limit on Appropriated Funds

Amendment limiting Fiscal 1970 expenditures to 98% of Labor-HEW appropriation, with up to 15% cut permitted from any single program. NEA opposed. Passed 45-40, Roll Call No. 69, February 27, 1970.

5. Voting at Eighteen

Motion to table an amendment to Voting Rights Act to lower voting age to 18. NEA opposed motion to table. Defeated 21-62, Roll Call No. 96, March 11, 1970.

6. Override Education Veto

Motion to override Presidential veto of Fiscal 1971 appropriation for U.S. Office of Education. NEA supported. Passed 77-16, Roll Call No. 259, August 18, 1970.

KEY TO SYMBOLS

R = Right, according to NEA position
W = Wrong, according to NEA position
— = Not voting, paired, or absent
* = New member in 91st Congress

	1 Retain Job Corps Centers	2 NDEA Student Loans	3 School Breakfast Program	4 Limit on Appropriated Funds	5 Voting at Eighteen	6 Override Education Veto
ALABAMA						
Allen (D)*	W	R	—	W	W	R
Sparkman (D)	R	R	—	W	W	—
ALASKA						
Gravel (D)*	R	R	R	R	—	—
Stevens (R)*	W	W	R	W	R	R
ARIZONA						
Fannin (R)	W	W	W	—	W	—
Goldwater (R)*	W	W	—	—	—	W
ARKANSAS						
Fulbright (D)	R	R	—	R	R	R
McClellan (D)	W	W	W	W	W	R
CALIFORNIA						
Cranston (D)*	R	R	—	R	R	R
Murphy (R)	W	W	W	W	W	R
COLORADO						
Allott (R)	W	W	W	W	W	R
Dominick (R)	W	W	W	W	R	W
CONNECTICUT						
Dodd (D)	R	R	—	—	—	R
Ribicoff (D)	R	R	R	R	R	R
DELAWARE						
Boggs (R)	W	W	W	W	R	R
Williams (R)	W	W	W	W	R	W
FLORIDA						
Holland (D)	W	W	W	W	W	R
Gurney (R)*	W	W	W	W	—	—
GEORGIA						
Russell (D)	W	W	—	W	—	R
Talmadge (D)	—	R	W	W	W	R
HAWAII						
Inouye (D)	R	R	R	R	—	R
Fong (R)	W	R	R	W	R	R
IDAHO						
Church (D)	R	R	—	—	R	R
Jordan (R)	W	W	W	W	R	R
ILLINOIS						
Percy (R)	W	W	R	W	R	R
Smith (R)*	—	—	—	—	—	R
INDIANA						
Bayh (D)	R	R	—	R	R	R
Hartke (D)	—	R	—	R	R	R
IOWA						
Hughes (D)*	R	R	R	—	R	R
Miller (R)	W	W	—	W	W	W
KANSAS						
Dole (R)*	W	W	W	W	R	W
Pearson (R)	W	W	—	W	R	R
KENTUCKY						
Cook (R)*	W	W	R	W	R	R
Cooper (R)	W	R	R	W	R	R
LOUISIANA						
Ellender (D)	—	R	W	W	W	R
Long (D)	W	R	—	—	—	R
MAINE						
Muskie (D)	R	R	R	R	R	R
Smith (R)	W	W	W	W	R	W
MARYLAND						
Tydings (D)	R	R	—	R	R	R
Mathias (R)*	—	R	R	W	R	W
MASSACHUSETTS						
Kennedy (D)	R	R	—	R	R	R
Brooke (R)	—	R	R	R	R	R
MICHIGAN						
Hart (D)	R	R	R	R	R	R
Griffin (R)	W	W	—	W	W	W
MINNESOTA						
McCarthy (D)	R	R	R	—	—	R
Mondale (D)	R	R	R	—	R	R

	1	2	3	4	5	6
MISSISSIPPI						
Eastland (D)	W	—	W	W	W	R
Stennis (D)	W	W	W	W	W	R
MISSOURI						
Eagleton (D)*	R	R	R	R	R	R
Symington (D)	R	R	R	R	—	R
MONTANA						
Mansfield (D)	R	R	R	R	R	R
Metcalf (D)	R	R	—	R	—	R
NEBRASKA						
Curtis (R)	W	W	W	W	W	W
Hruska (R)	W	W	W	W	W	R
NEVADA						
Bible (D)	—	—	W	R	R	R
Cannon (D)	R	R	R	R	R	R
NEW HAMPSHIRE						
McIntyre (D)	W	R	—	R	R	R
Cotton (R)	W	W	—	W	R	R
NEW JERSEY						
Williams (D)	R	R	—	R	R	R
Case (R)	W	R	R	R	R	R
NEW MEXICO						
Anderson (D)	W	W	W	R	R	R
Montoya (D)	R	R	R	—	R	R
NEW YORK						
Goodell (R)*	W	R	R	R	R	R
Javits (R)	W	W	—	R	R	R
NORTH CAROLINA						
Ervin (D)	R	R	W	W	W	R
Jordan (D)	R	R	W	W	W	R
NORTH DAKOTA						
Burdick (D)	R	R	R	R	R	R
Young (R)	W	W	W	W	R	R
OHIO						
Young (D)	R	R	—	R	R	R
Saxbe (R)*	W	—	—	—	—	W
OKLAHOMA						
Harris (D)	R	R	R	R	R	R
Bellmon (R)*	W	W	W	W	—	W
OREGON						
Hatfield (R)	W	R	R	—	R	R
Packwood (R)*	W	R	—	—	R	W
PENNSYLVANIA						
Schweiker (R)*	W	R	R	W	R	R
Scott (R)	W	W	W	W	W	R
RHODE ISLAND						
Pastore (D)	R	R	R	R	R	R
Pell (D)	R	R	R	R	R	R
SOUTH CAROLINA						
Hollings (D)	W	R	R	R	R	R
Thurmond (R)	W	W	W	W	W	W
SOUTH DAKOTA						
McGovern (D)	R	R	R	R	R	R
Mundt (R)	W	W	—	—	—	—
TENNESSEE						
Gore (D)	—	—	W	R	R	R
Baker (R)	W	W	—	W	—	W
TEXAS						
Yarborough (D)	R	—	—	R	R	R
Tower (R)	W	W	—	—	—	W
UTAH						
Moss (D)	R	R	R	R	R	R
Bennett (R)	W	W	W	W	W	W
VERMONT						
Aiken (R)	—	R	W	W	R	R
Prouty (R)	W	W	R	W	R	R
VIRGINIA						
Byrd, Jr. (D)	W	W	W	W	W	R
Spong (D)	R	R	R	R	R	R
WASHINGTON						
Jackson (D)	R	R	R	R	R	R
Magnuson (D)	R	R	R	R	R	R
WEST VIRGINIA						
Byrd (D)	W	R	W	W	R	R
Randolph (D)	R	R	W	R	R	R
WISCONSIN						
Nelson (D)	R	R	R	R	—	R
Proxmire (D)	R	R	W	W	R	R
WYOMING						
McGee (D)	R	—	—	R	R	—
Hansen (R)	W	W	W	W	R	W

Every NEA member, as a voter, has a voice in the makeup of the 92nd Congress, to be elected November 3. Work for the election of candidates in your district who are committed to better

U.S. HOUSE OF REPRESENTATIVES 91st Congress

Record of the Senate appears on preceding page

The major concern of the 91st Congress was federal spending in relation to education and other national priorities. Relatively little new authorizing legislation was passed. NEA joined other major groups in the education community in efforts to retain, if not increase, the level of federal support of the nation's schools.

The voting records printed below are intended to give a reasonable profile of the Members of the 91st Congress with respect to these issues.

Voting records are based on roll calls as printed in the *Congressional Record*.

1. ESEA Extension

Amendment to reduce extension of Elementary and Secondary Education Act from five to two years and consolidate certain programs. NEA opposed. Passed 235-184, Roll Call No. 46, April 23, 1969.

2. Increase Education Funds

Joelson amendment to add $895 million to Fiscal 1970 education money bill. NEA supported. Passed 293-120, Roll Call No. 131, July 31, 1969.

3. Retain Education Funds Increase

Motion to adopt conference report including $1 billion additional appropriation for education. NEA supported. Passed, 261-110, Roll Call No. 350, December 22, 1969.

4. Override Presidential Veto

Motion to pass Fiscal 1970 education appropriation over Presidential objection. NEA supported. Veto sustained 226-191, failing to achieve two-thirds majority to override; Roll Call No. 7, January 28, 1970.

5. Recommit Compromise Appropriation

Motion to recommit second Fiscal 1970 education appropriation. NEA opposed. Motion failed, 205-189, Roll Call No. 26, February 19, 1970.

6. Override Second Veto

Motion to override Presidential veto of Fiscal 1971 education money bill. NEA supported. Override succeeded, 289-114, Roll Call No. 278, August 13, 1970.

KEY TO SYMBOLS

R = Right, according to NEA position
W = Wrong, according to NEA position
— = Not voting, paired, or absent
* = New member in 91st Congress

Number preceding Representative's name indicates Congressional District

	ESEA Extension	Increase Education Funds	Retain Education Funds Increase	Override Presidential Veto	Recommit Compromise Appropriation	Override Second Veto
	1	2	3	4	5	6
ALABAMA						
1. Edwards (R)	W	W	W	W	W	W
2. Dickinson (R)	W	W	W	W	W	W
3. Andrews (D)	W	W	—	R	W	W
4. Nichols (D)	W	R	W	R	W	R
5. Flowers (D)*	W	R	W	W	W	R
6. Buchanan (R)	W	W	W	W	W	W
7. Bevill (D)	W	R	—	R	R	—
8. Jones (D)	R	R	R	R	R	R
ALASKA						
AL Pollock (R)	W	R	R	R	—	—
ARIZONA						
1. Rhodes (R)	W	W	W	W	W	W
2. Udall (D)	R	R	R	R	R	R
3. Steiger (R)	W	W	W	W	W	W
ARKANSAS						
1. Alexander (D)*	R	R	R	R	R	R
2. Mills (D)	R	R	R	R	R	W
3. Hammerschmidt (R)	W	R	W	W	W	W
4. Pryor (D)	R	R	R	R	R	—
CALIFORNIA						
1. Clausen (R)	W	R	R	W	W	W
2. Johnson (D)	R	R	R	R	R	R
3. Moss (D)	R	R	—	R	—	R
4. Leggett (D)	R	R	R	R	R	R
5. Burton (D)	R	R	R	R	—	R
6. Mailliard (R)	W	R	R	W	W	—
7. Cohelan (D)	R	R	R	R	R	R
8. Miller (D)	R	R	—	R	R	R
9. Edwards (D)	R	—	—	R	R	R
10. Gubser (R)	W	R	W	W	—	R
11. McCloskey (R)	W	R	R	W	W	R
12. Talcott (R)	—	R	W	W	W	R
13. Teague (R)	W	R	R	—	—	R
14. Waldie (D)	R	R	R	R	R	R
15. McFall (D)	R	R	R	R	R	R
16. Sisk (D)	R	R	—	R	R	R
17. Anderson (D)*	R	R	R	R	R	R
18. Mathias (R)	W	R	R	W	W	R
19. Holifield (D)	R	R	R	R	R	R
20. Smith (R)	W	W	—	W	W	W
21. Hawkins (D)	R	R	R	—	R	R
22. Corman (D)	R	R	R	—	R	R
23. Clawson (R)	W	W	W	W	W	W
24. Rousselot (R)*	—	—	—	—	—	W
25. Wiggins (R)	W	W	W	W	W	W
26. Rees (D)	R	R	—	R	R	R
27. Goldwater (R)*	—	W	—	W	W	W
28. Bell (R)	W	R	R	W	W	R
29. Brown (D)	R	R	R	R	—	R
30. Roybal (D)	R	R	R	R	R	R
31. Wilson (D)	R	R	R	R	R	R
32. Hosmer (R)	W	R	W	W	W	W
33. Pettis (R)	W	R	R	R	—	R
34. Hanna (D)	R	R	R	R	R	R
35. Schmitz (R)*	—	—	—	—	—	W
36. Wilson (R)	W	W	W	W	W	W
37. Van Deerlin (D)	R	R	R	R	R	R
38. Tunney (D)	R	R	R	R	—	R
COLORADO						
1. Rogers (D)	R	R	R	R	R	R
2. Brotzman (R)	W	R	R	W	W	R
3. Evans (D)	R	R	R	R	R	R
4. Aspinall (D)	W	R	R	R	R	R
CONNECTICUT						
1. Daddario (D)	R	R	R	R	R	R
2. (Vacancy)						
3. Giaimo (D)	W	R	R	R	R	R
4. Weicker (R)*	W	R	R	R	W	R
5. Monagan (D)	R	R	R	—	—	R
6. Meskill (R)	W	R	R	W	W	R
DELAWARE						
AL Roth (R)	W	W	W	W	W	R
FLORIDA						
1. Sikes (D)	W	R	—	R	W	R
2. Fuqua (D)	W	—	R	R	W	R
3. Bennett (D)	W	W	W	W	W	W
4. Chappell (D)*	W	R	W	W	W	R
5. Frey (R)*	W	W	W	W	W	W
6. Gibbons (D)	R	R	—	R	R	R
7. Haley (D)	W	W	W	W	W	W
8. Cramer (R)	W	W	W	W	W	—
9. Rogers (D)	W	W	W	W	W	R
10. Burke (R)	W	W	W	—	W	W
11. Pepper (D)	R	R	R	R	R	R
12. Fascell (D)	R	R	R	R	R	R
GEORGIA						
1. Hagan (D)	W	W	W	W	W	R
2. O'Neal (D)	W	W	—	W	W	—
3. Brinkley (D)	W	R	W	W	R	W
4. Blackburn (R)	W	W	W	W	W	W
5. Thompson (R)	W	R	W	W	W	W
6. Flynt (D)	W	W	W	W	W	W
7. Davis (D)	W	R	—	—	W	R
8. Stuckey (D)	W	W	W	W	R	R
9. Landrum (D)	W	R	W	W	W	W
10. Stephens (D)	W	R	—	W	W	R
HAWAII						
AL Matsunaga (D)	R	R	R	R	R	R
AL Mink (D)	R	R	R	R	R	R
IDAHO						
1. McClure (R)	W	R	R	W	W	W
2. Hansen (R)	W	R	R	W	W	R
	1	2	3	4	5	6

	1	2	3	4	5	6
ILLINOIS						
1. Dawson (D)	—	R	—	—	—	—
2. Mikva (D)*	R	R	R	R	R	R
3. Murphy (D)	R	R	R	R	R	R
4. Derwinski (R)	W	W	W	W	W	W
5. Kluczynski (D)	R	—	R	R	R	R
6. (Vacancy)						
7. Annunzio (D)	R	—	R	R	R	R
8. Rostenkowski (D)	R	R	—	R	R	R
9. Yates (D)	R	R	R	R	—	R
10. Collier (R)	W	W	—	W	W	W
11. Pucinski (D)	R	R	R	R	R	R
12. McClory (R)	W	R	—	W	W	W
13. Crane (R)*	—	—	W	W	W	W
14. Erlenborn (R)	W	W	W	W	W	W
15. Reid (R)	W	W	W	W	W	W
16. Anderson (R)	W	W	W	W	W	W
17. Arends (R)	W	W	W	W	W	W
18. Michel (R)	W	W	W	W	W	W
19. Railsback (R)	W	R	R	W	W	R
20. Findley (R)	W	W	—	W	W	W
21. Gray (D)	R	R	—	R	R	R
22. Springer (R)	W	R	R	W	W	W
23. Shipley (D)	R	W	R	R	R	R
24. Price (D)	R	R	R	R	R	R
INDIANA						
1. Madden (D)	R	R	R	R	R	R
2. Landgrebe (R)*	W	W	W	W	W	W
3. Brademas (D)	R	R	R	R	R	R
4. Adair (R)	W	R	W	W	W	R
5. Roudebush (R)	W	W	W	W	—	—
6. Bray (R)	W	W	W	W	W	W
7. Myers (R)	W	W	R	W	—	W
8. Zion (R)	W	R	R	W	W	W
9. Hamilton (D)	R	R	R	R	R	R
10. Dennis (R)*	W	W	W	W	W	W
11. Jacobs (D)	R	R	R	R	R	R
IOWA						
1. Schwengel (R)	W	R	R	W	W	R
2. Culver (D)	—	R	R	R	R	R
3. Gross (R)	W	W	W	W	W	W
4. Kyl (R)	W	W	W	W	W	R
5. Smith (D)	R	R	R	R	R	R
6. Mayne (R)	W	W	R	W	W	W
7. Scherle (R)	W	W	W	W	W	W
KANSAS						
1. Sebelius (R)*	W	W	W	W	W	W
2. Mize (R)	W	R	R	W	W	R
3. Winn (R)	W	R	R	W	W	R
4. Shriver (R)	W	R	R	W	W	R
5. Skubitz (R)	W	R	R	W	W	R
KENTUCKY						
1. Stubblefield (D)	R	R	R	R	R	R
2. Natcher (D)	R	R	R	R	R	R
3. Cowger (R)	W	W	R	R	R	R
4. Snyder (R)	W	—	W	W	W	R
5. Carter (R)	W	R	R	W	W	R
6. Watts (D)	R	R	R	R	R	R
7. Perkins (D)	R	R	R	R	R	R
LOUISIANA						
1. Hebert (D)	—	W	—	—	W	—
2. Boggs (D)	R	R	R	R	R	R
3. Caffery (D)*	W	W	—	W	W	—
4. Waggonner (D)	W	W	W	W	W	W
5. Passman (D)	W	W	W	W	W	—
6. Rarick (D)	W	W	W	W	W	—
7. Edwards (D)	—	W	W	W	W	—
8. Long (D)	W	W	W	W	R	—
MAINE						
1. Kyros (D)	R	R	R	R	R	R
2. Hathaway (D)	R	R	R	R	R	R
MARYLAND						
1. Morton (R)	W	W	W	W	W	W
2. Long (D)	R	R	R	R	—	R
3. Garmatz (D)	W	R	R	R	R	R
4. Fallon (D)	R	R	R	R	R	—
5. Hogan (R)*	W	R	W	R	R	R
6. Beall (R)*	W	R	W	W	W	W
7. Friedel (D)	R	R	R	R	R	R
8. Gude (R)	R	R	R	R	R	R
MASSACHUSETTS						
1. Conte (R)	W	R	R	R	R	R
2. Boland (D)	R	R	R	R	R	R
3. Philbin (D)	R	R	—	R	R	R
4. Donahue (D)	R	R	R	R	R	R
5. Morse (R)	W	R	—	W	—	R
6. Harrington (D)*	—	—	—	R	R	R
7. Macdonald (D)	R	R	R	R	R	R
8. O'Neill (D)	R	R	R	R	R	R
9. McCormack (D)	—	—	—	R	—	—
10. Heckler (R)	W	R	R	R	R	R
11. Burke (D)	R	R	R	R	R	R
12. Keith (R)	W	R	R	W	W	R
MICHIGAN						
1. Conyers (D)	R	R	—	R	R	R
2. Esch (R)	W	R	R	W	—	R
3. Brown (R)	W	R	W	W	W	W
4. Hutchinson (R)	W	W	W	W	W	W
5. Ford, G. (R)	W	W	W	W	W	W
6. Chamberlain (R)	W	R	R	W	W	W
7. Riegle (R)	W	R	R	W	W	R
8. Harvey (R)	W	R	—	W	W	W
9. Vander Jagt (R)	W	R	R	W	W	W
10. Cederberg (R)	W	—	W	W	W	W
11. Ruppe (R)	R	R	R	R	W	R
12. O'Hara (D)	R	R	R	R	R	R
13. Diggs (D)	R	R	R	R	R	R
14. Nedzi (D)	R	R	R	R	R	R
15. Ford, W. (D)	R	R	R	R	R	R
16. Dingell (D)	R	R	R	R	—	R
17. Griffiths (D)	R	R	—	R	R	R
18. Broomfield (R)	W	—	R	W	W	R
19. McDonald (R)	W	R	R	W	W	R
MINNESOTA						
1. Quie (R)	W	R	R	W	W	R
2. Nelsen (R)	W	W	W	W	W	W
3. MacGregor (R)	W	R	R	W	W	R
4. Karth (D)	R	R	R	R	R	R
5. Fraser (D)	R	R	R	R	R	R
6. Zwach (R)	W	R	R	R	W	R
7. Langen (R)	W	W	R	W	W	W
8. Blatnik (D)	R	R	R	R	R	R
MISSISSIPPI						
1. Abernethy (D)	W	W	W	W	W	W
2. Whitten (D)	W	W	R	R	W	R
3. Griffin (D)	W	W	W	W	W	R
4. Montgomery (D)	W	W	—	W	W	W
5. Colmer (D)	W	W	—	W	W	W

schooling and full funding of education. The voting records on these pages show how each Congressman voted—wrong or right—according to NEA's position on the issues.

MISSOURI	1	2	3	4	5	6
1. Clay (D)*	R	R	R	R	R	—
2. Symington (D)*	R	R	R	R	R	R
3. Sullivan (D)	R	R	—	R	R	R
4. Randall (D)	R	R	R	R	R	R
5. Bolling (D)	R	R	—	R	R	R
6. Hull (D)	R	W	—	R	R	—
7. Hall (R)	W	W	—	W	W	W
8. Ichord (D)	W	R	R	R	R	R
9. Hungate (D)	R	R	R	R	R	R
10. Burlison (D)*	R	R	R	R	R	R
MONTANA						
1. Olsen (D)	R	R	R	R	R	R
2. Melcher (D)*	—	R	R	R	R	R
NEBRASKA						
1. Denney (R)	W	W	R	W	W	W
2. Cunningham (R)	—	R	W	W	W	—
3. Martin (R)	W	W	—	W	W	W
NEVADA						
AL Baring (D)	W	R	R	R	W	R
NEW HAMPSHIRE						
1. Wyman (R)	W	W	W	W	W	R
2. Cleveland (R)	W	W	R	W	W	W
NEW JERSEY						
1. Hunt (R)	W	W	W	W	W	W
2. Sandman (R)	W	R	—	W	W	R
3. Howard (D)	R	R	R	R	R	R
4. Thompson (D)	R	R	R	R	R	R
5. Frelinghuysen (R)	W	R	R	—	W	W
6. (Vacancy)						
7. Widnall (R)	W	R	R	W	W	R
8. Roe (D)*	—	—	R	R	R	R
9. Helstoski (D)	R	R	R	R	R	R
10. Rodino (D)	R	R	R	R	R	R
11. Minish (D)	R	R	R	R	R	R
12. Dwyer (R)	W	R	R	W	W	R
13. Gallagher (D)	R	—	R	R	R	R
14. Daniels (D)	R	R	R	R	R	—
15. Patten (D)	R	R	R	R	R	R
NEW MEXICO						
1. Lujan (R)*	W	W	W	W	W	W
2. Foreman (R)*	W	R	W	R	W	R
NEW YORK						
1. Pike (D)	W	R	R	R	R	R
2. Grover (R)	W	W	W	W	W	W
3. Wolff (D)	R	R	R	—	R	R
4. Wydler (R)	W	R	R	W	W	R
5. Lowenstein (D)*	R	R	R	R	R	R
6. Halpern (R)	R	—	R	R	R	R
7. Addabbo (D)	R	R	R	R	R	R
8. Rosenthal (D)	R	R	R	R	R	R
9. Delaney (D)	R	R	R	R	R	R
10. Celler (D)	R	R	—	R	R	R
11. Brasco (D)	R	R	R	R	R	R
12. Chisholm (D)*	R	R	R	R	R	R
13. Podell (D)	R	R	R	R	R	R
14. Rooney (D)	R	R	R	R	R	—
15. Carey (D)	R	—	—	R	R	R
16. Murphy (D)	—	R	—	R	R	R
17. Koch (D)*	R	R	R	R	R	R
18. Powell (D)	R	—	—	R	—	R
19. Farbstein (D)	R	R	—	R	R	R
20. Ryan (D)	R	R	R	R	R	—
21. Scheuer (D)	R	R	R	R	R	R
22. Gilbert (D)	R	R	R	R	R	R
23. Bingham (D)	R	R	R	R	R	R
24. Biaggi (D)*	R	R	R	R	R	R
25. Ottinger (D)	R	R	R	R	R	R
26. Reid (R)	R	R	R	R	R	R
27. McKneally (R)*	W	R	R	R	R	R
28. Fish (R)*	W	R	R	W	W	W
29. Button (R)	R	R	R	R	R	R
30. King (R)	W	W	W	W	W	—
31. McEwen (R)	W	W	W	W	W	R
32. Pirnie (R)	W	R	R	R	R	R
33. Robison (R)	W	R	R	W	W	R
34. Hanley (D)	R	R	R	R	R	R
35. Stratton (D)	R	R	R	R	R	R
36. Horton (R)	R	R	R	R	R	R
37. Conable (R)	W	W	W	W	W	W
38. Hastings (R)*	W	—	W	W	W	W
39. McCarthy (D)	R	R	R	R	R	R
40. Smith (R)	W	W	R	W	W	W
41. Dulski (D)	R	R	R	R	R	R
NORTH CAROLINA						
1. Jones (D)	W	R	R	R	W	R
2. Fountain (D)	W	W	R	W	W	R
3. Henderson (D)	W	R	R	R	—	R
4. Galifianakis (D)	W	R	R	R	R	R
5. Mizell (R)*	W	W	W	W	W	W
6. Preyer (D)*	R	R	R	R	R	R
7. Lennon (D)	W	W	W	R	R	R
8. Ruth (R)*	W	W	W	W	W	W
9. Jonas (R)	W	W	W	W	W	W
10. Broyhill (R)	W	W	W	W	W	W
11. Taylor (D)	W	R	R	R	W	R
NORTH DAKOTA						
1. Andrews (R)	W	R	—	W	W	R
2. Kleppe (R)	W	R	R	W	—	R
OHIO						
1. Taft (R)	W	—	W	W	W	R
2. Clancy (R)	W	W	W	W	W	W
3. Whalen (R)	R	R	R	R	R	R
4. McCulloch (R)	W	R	W	W	W	—
5. Latta (R)	W	R	R	W	W	R
6. Harsha (R)	W	R	R	R	W	W
7. Brown (R)	W	R	R	R	R	R
8. Betts (R)	W	W	W	W	W	W
9. Ashley (D)	R	R	R	R	R	R
10. Miller (R)	W	R	R	W	W	R
11. Stanton (R)	W	R	R	W	W	R
12. Devine (R)	W	—	W	W	W	W
13. Mosher (R)	W	R	R	W	W	R
14. Ayres (R)	W	R	W	W	—	R
15. Wylie (R)	W	W	W	W	W	W
16. Bow (R)	W	W	W	W	W	W
17. Ashbrook (R)	W	W	—	W	W	W
18. Hays (D)	R	R	R	R	—	R
19. (Vacancy)						
20. Feighan (D)	R	R	R	R	R	R
21. Stokes (D)*	R	R	—	R	R	R
22. Vanik (D)	R	R	R	R	R	R
23. Minshall (R)	W	R	R	W	W	R
24. Lukens (R)	W	R	—	W	—	W
OKLAHOMA						
1. Belcher (R)	W	R	W	W	W	W
2. Edmondson (D)	R	R	R	R	R	R
3. Albert (D)	R	R	R	R	R	R
4. Steed (D)	R	R	R	R	R	R
5. Jarman (D)	W	W	W	W	W	W
6. Camp (R)*	W	R	R	W	W	W

OREGON	1	2	3	4	5	6
1. Wyatt (R)	W	R	R	W	—	W
2. Ullman (D)	W	R	R	R	R	W
3. Green (D)	W	R	—	R	R	R
4. Dellenback (R)	W	R	R	W	W	R
PENNSYLVANIA						
1. Barrett (D)	R	R	R	R	R	R
2. Nix (D)	R	R	R	R	R	—
3. Byrne (D)	R	R	R	R	R	R
4. Eilberg (D)	R	R	R	R	R	R
5. Green (D)	R	R	R	R	R	R
6. Yatron (D)*	R	R	R	R	R	R
7. Williams (R)	W	R	R	W	W	W
8. Biester (R)	W	R	R	R	R	R
9. (Vacancy)						
10. McDade (R)	W	R	R	R	—	R
11. Flood (D)	R	R	R	R	R	R
12. Whalley (R)	W	R	R	W	W	W
13. Coughlin (R)*	W	R	R	W	W	W
14. Moorhead (D)	R	R	R	R	R	R
15. Rooney (D)	R	R	R	R	R	R
16. Eshleman (R)	W	R	R	W	W	W
17. Schneebeli (R)	W	W	W	W	W	W
18. Corbett (R)	W	R	R	W	W	R
19. Goodling (R)	—	W	W	W	W	W
20. Gaydos (D)*	R	R	R	R	R	R
21. Dent (D)	R	R	R	R	—	R
22. Saylor (R	R	W	W	W	R	W
23. Johnson (R)	W	R	R	W	—	W
24. Vigorito (D)	R	R	R	R	R	R
25. Clark (D)	R	R	R	R	R	R
26. Morgan (D)	R	R	R	R	R	R
27. Fulton (R)	R	R	R	R	R	R
RHODE ISLAND						
1. St. Germain (D)	R	R	R	R	R	R
2. Tiernan (D)	R	R	R	R	R	R
SOUTH CAROLINA						
1. Rivers (D)	—	W	W	W	W	R
2. Watson (R)	W	W	R	W	W	R
3. Dorn (D)	R	R	R	R	R	R
4. Mann (D)*	W	R	R	W	R	R
5. Gettys (D)	W	R	R	W	W	R
6. McMillan (D)	W	W	W	W	W	R
SOUTH DAKOTA						
1. Reifel (R)	W	R	—	W	—	—
2. Berry (R)	W	W	—	W	W	W
TENNESSEE						
1. Quillen (R)	W	R	R	W	W	R
2. Duncan (R)	W	W	R	W	W	R
3. Brock (R)	W	W	W	W	W	W
4. Evins (D)	R	—	—	—	R	R
5. Fulton (D)	R	R	R	—	R	R
6. Anderson (D)	R	R	—	R	—	R
7. Blanton (D)	R	R	R	R	—	R
8. Jones (D)*	R	R	R	R	—	R
9. Kuykendall (R)	W	W	—	W	W	W
TEXAS						
1. Patman (D)	R	R	R	R	R	R
2. Dowdy (D)	W	W	W	W	W	R
3. Collins (R)*	W	W	W	W	W	W
4. Roberts (D)	W	W	R	R	—	R
5. Cabell (D)	W	W	R	R	—	R
6. Teague (D)	W	W	—	W	R	R
7. Bush (R)	W	W	W	W	W	W
8. Eckhardt (D)	R	R	—	R	R	R
9. Brooks (D)	R	R	R	R	—	R
10. Pickle (D)	R	R	R	R	R	R
11. Poage (D)	W	R	—	R	R	R
12. Wright (D)	R	R	—	R	R	R
13. Purcell (D)	—	R	R	R	—	R
14. Young (D)	R	R	R	R	R	R
15. de la Garza (D)	R	R	R	R	R	R
16. White (D)	R	R	R	R	R	R
17. Burleson (D)	W	W	R	W	R	R
18. Price (R)	W	W	W	W	W	W
19. Mahon (D)	W	W	R	R	R	R
20. Gonzalez (D)	R	R	R	R	R	R
21. Fisher (D)	W	R	R	R	W	R
22. Casey (D)	W	W	R	R	R	R
23. Kazen (D)	R	R	R	R	R	R
UTAH						
1. Burton (R)	W	R	R	R	R	R
2. Lloyd (R)	W	W	W	—	R	W
VERMONT						
AL Stafford (R)	W	R	R	R	R	R
VIRGINIA						
1. Downing (D)	W	R	—	R	R	R
2. Whitehurst (R)*	W	R	R	R	R	R
3. Satterfield (D)	W	W	W	W	W	R
4. Abbitt (D)	W	W	—	W	W	R
5. Daniel (D)*	W	W	W	W	W	R
6. Poff (R)	W	W	W	W	W	W
7. Marsh (D)	W	W	W	W	W	R
8. Scott (R)	W	W	W	W	R	W
9. Wampler (R)	W	W	R	W	W	W
10. Broyhill (R)	W	R	W	W	R	R
WASHINGTON						
1. Pelly (R)	W	R	R	W	—	W
2. Meeds (D)	R	R	R	R	R	R
3. Hansen (D)	R	R	R	R	R	—
4. May (R)	—	W	W	W	W	W
5. Foley (D)	R	R	R	R	R	R
6. Hicks (D)	R	R	R	R	R	R
7. Adams (D)	R	R	R	R	R	R
WEST VIRGINIA						
1. Mollohan (D)*	R	R	R	R	R	R
2. Staggers (D)	—	R	—	R	R	R
3. Slack (D)	R	R	R	R	R	R
4. Hechler (D)	R	R	R	R	R	R
5. Kee (D)	R	R	R	R	R	R
WISCONSIN						
1. Schadeberg (R)	W	W	W	W	W	W
2. Kastenmeier (D)	R	R	R	R	R	R
3. Thomson (R)	W	R	W	W	W	W
4. Zaziocki (D)	R	R	R	R	R	R
5. Reuss (D)	R	R	R	R	R	R
6. Steiger (R)	W	R	R	W	W	R
7. Obey (D)*	R	R	R	R	R	R
8. Byrnes (R)	W	W	W	W	W	W
9. Davis (R)	W	W	W	W	W	W
10. O'Konski (R)	W	R	R	W	W	R
WYOMING						
AL Wold (R)*	W	R	W	W	W	W

Congress...

(Continued from page 1)

eral hospital insurance plan was under consideration by the Senate Finance Committee as part of the 1970 Social Security Amendments. Thomas P. Mondani, research director for the Connecticut Education Association, testified for NEA before the committee September 21, asking retention of provisions in the House bill permitting individuals to enroll, and states to purchase coverage on a group basis. Action was expected in the Senate during the current session, time permitting.

- Expressing concern over rising unemployment, the Senate has passed a bill expanding and reorganizing federal manpower legislation. The House Labor Committee has approved a similar bill which, like the Senate version, contains a public service employment clause expected to create 250,000 jobs.
- Less likely to pass this session is the Comprehensive Child Development Bill recently reported by a House Subcommittee. This legislation would provide preschool programs for all children, with primary emphasis on the disadvantaged.
- One proposal which has become law during this session is a bill extending federal backing for educational television and radio for the next two years.
- It was not known how much money the President will permit to be spent for most programs under the 1971 $4.4 billion appropriation bill for USOE passed over his veto. Mr. Nixon was holding up full payments on certain programs saying they will not be released until all major money bills are passed. Pressure from educators, Congressmen, and state education agencies has forced release of funds for student loans and the school milk program.
- The Senate may act after the recess on the constitutional amendment guaranteeing equal rights for women. The NEA is strongly supporting the House-passed bill which, if approved, must still be ratified by 38 states.

Pennsylvanians back candidates

The Pennsylvania State Education Association has announced that the support of Pennsylvania educators will go to 121 candidates for seats in the State House and Senate in the November elections. The endorsements were made recently by the Board of Directors of PACE (Political Action Committee for Education), PSEA's independent political action arm which is supported by many of PSEA's 92,000 members.

Open to members

NEA budget meetings set

The Budget Committee of the NEA Board of Directors will hold six meetings from November through May.

Association members may attend these meetings as observers. The policy established for observers states that "members of the Association shall be welcome to attend meetings of the Budget Committee as observers [at their own expense] provided—that an observer shall register on an information form his name, address, school position, and association memberships; that participation of observers shall be limited to auditing; that executive sessions called at the discretion of the Chairman of the Committee to deal with personnel matters or any sensitive or legal concern shall not be open to observers. A special seating area will be designated for observers and, insofar as practicable, printed documents under discussion will be provided."

The Budget Committee hearings will be held in Las Vegas, Nevada (in conjunction with other group meetings) on November 21-23; in Washington, D.C., on December 12-14, January 15-18, February 28-March 2, and March 23-25; and in Boston (in conjunction with a meeting of the NEA Directors) on April 29 and May 2-3.

More Teachers-in-Politics Specialists sign up

Twenty-seven new TIP Specialists (TIP=Teachers in Politics) met at NEA Center October 2 and 3 for orientation. TIP Specialists are teachers skilled in politics who volunteer consultant services to local and state associations. More than 200 associations have already received help. Above, Ester Wilfong (left), chairman of the NEA Citizenship Committee, which coordinates the service, talks with Dale Eason, new TIP Specialist from the St. Louis area, and Dorothy DaValt, senior TIP Specialist from Florida.

NEA, 10 associations plan education park

NEA—along with 10 of its national affiliates and associated organizations—plans to develop a 56-acre educational park in Reston, Virginia.

The NEA Executive Committee, in announcing the decision to acquire 30 acres in the park and to join in the developmental plans, determined that the Association's headquarters would remain in downtown Washington, D.C.

Other organizations participating in the Reston development are the National Art Education Association, National Business Education Association, Association of Educational Communications and Technology, Council for Exceptional Children, American Association for Health, Physical Education, and Recreation, Music Educators National Conference, National Council for the Social Studies, Association for Supervision and Curriculum Development, National Council of Teachers of Mathematics, and the National Association of Secondary School Principals.

AV awards deadline is November 15

A November 15 deadline has been set for applications for the second annual AECT/EBE Awards for In-Service Programs in Educational Communications and Technology. The awards are sponsored jointly by the Association for Educational Communications and Technology (former DAVI) and Encyclopaedia Britannica Educational Corporation.

The program of awards, totaling $6,000, is administered by AECT, a national affiliate of the NEA, and is based on the 10 AECT regions in the 50 states and Puerto Rico. Any permanent member of the administrative staff or faculty of any elementary and/or secondary school may apply on behalf of an individual school, a group of schools or school districts, or a state, county, or local audiovisual association.

Application forms are available from the Association for Educational Communications and Technology at NEA Center, or from the audiovisual departments in school districts.

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Ukiah Unified
• California Teachers Association	Tehachapi Unified
• California Teachers Association	Los Altos Elementary
• Illinois Education Association	Decatur Dist. No. 61
• Indiana State Teachers Association	Metropolitan School Dist. Southwest Parke County
• Maine Teachers Association	SAD 13 (Bingham area)
• Missouri State Teachers Assn.	Missouri Public Schools
• Ohio Education Association	Northwest Local
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Springfield Local
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Erie Public Schools
• Wyoming Education Association	Dubois School District

The Ohio Education Association removed sanctions from the Lakota Local on September 18.

NEA insurance offers $3 coverage bargain

Between now and November 15 a member of the united teaching profession can insure himself and his entire family for three months for three dollars.

The special rate—available to any NEA member who is a member of his local and state associations, if eligible—was set to introduce members to NEA's Family Plan, Plan B Life Insurance. Plan B is open to members who:

- are under age 60 and are not already insured under NEA Life Insurance Plans B, C, or C+ (those enrolled in the smaller Plan A can switch)
- derive their principal employment income from educational activity
- are actively employed and physically able to perform all the duties of their occupation
- have not been disabled on account of illness for a period of four consecutive weeks or more during the past two years.

All NEA members have been mailed complete information about this special offer. If you did not receive it or if you have any questions about it, write: NEA Special Services Division, Room 915, 1156 15th St., N.W., Washington, DC 20005.

Plan B benefits are:

	MEMBER			SPOUSE	CHILDREN
Your Age At Time Of Claim	Life Insurance	Accidental Death Benefit	Monthly Disability Income Benefit For 48 Months*	Life Insurance	Life Insurance
Less than 50	$12,000	$12,000	$100	$6,000	$2,500
50 to 60	6,000	6,000	50	3,000	2,500
60 to 70	3,600	3,600	None	1,500	1,500

*Members becoming disabled before age 60 eligible after being insured for one year, and then being totally disabled for over nine months before benefits begin. They may then receive payments as long as disability continues up to the indicated maximum number of payments, but not beyond age 62. Disability due to war or military service is not covered.

After the introductory three months, semi-annual rates for Plan B are:

Member's age on each contribution date	CONTRIBUTION Member	Spouse	Children	Full Family
Less than 30	$ 9.10	$ 4.40	$3.00	$16.50
30 to 70	22.60	11.20	3.00	36.80

Experts on school finance probe the money problems

Members of the NEA Committee on Educational Finance recently exchanged views on today's problems of financing the schools with a panel of experts on taxation and school finance. Shown during the committee's meeting in Williamsburg, Virginia, are Wilbert V. Bollinger (second from right above), chairman of the committee, and (from left) Nelson Kreuze, NEA treasurer; Laszlo L. Ecker-Racz, fiscal economist, the Washington Center for Metropolitan Studies; Jacob Jaffe, senior analyst, Advisory Commission on Intergovernmental Relations, Washington, D.C.; and James W. Guthrie (far right), staff consultant, New York State Commission on Education.

current

What's going on in TV, radio, press, and national magazines

Television

All times are Eastern

Discovery—Sunday, November 1, ABC-TV, 11:30 a.m. "Fast Freight to Nashville." *November 8:* "Cherokee Past." *November 15:* "Portugal." *November 22:* "Thoroughbred Yearling." *November 29:* "To All the World's Children."

Our Vanishing Wilderness—Sundays, PBS, 8:30 p.m.

CBS News Hour "Television and Politics"—Tuesday, October 27, CBS-TV, 10 p.m. CBS News probes the influence of television on politics.

The Wonderful World of Jonathan Winters—Saturday, October 31, NBC-TV, 12 Noon. A one-man show with Winters. This is the second in the NBC Children's Television Theater series.

Kifaru—The Black Rhinoceros—Thursday, November 12, NBC-TV, 7:30 p.m. The first scientific study of the African rhino in his native habitat.

Tragedy of the Red Salmon—Tuesday, November 24, ABC-TV, 7:30 p.m. A Jacques Cousteau special.

To All The World's Children—Friday, November 27, ABC-TV, 7:30 p.m. Examines the self-help programs of UNICEF on three continents.

Pets Allowed—Saturday, November 28, NBC-TV, 11 a.m. The third NBC Children's Television Theater special projects the world of the household pet as seen through the eyes of a child and also from the pet's point of view.

Magazines

October issues

Foreign Affairs—"The Peace Corps: Making It in the Seventies" by Joseph H. Blatchford. "The New Generation of Isolationists" by James A. Johnson.

Fortune—"The Long, Littered Path to Clean Air and Water."

Ladies Home Journal—"The Death of the Report Card" by Bernard Bard. Report cards are flunking out in more and more U.S. schools, the author says.

McCall's—"How Smart Do You Want Your Child To Be?" by Congressman John V. Tunney. He tells how he and his wife worked with their child and of a bill he has introduced to help preschool education.

Natural History— "Peoples of Indo-China" by Charles F. Keyes.

Psychology Today—"High School Is Too Much" by Paul Goodman.

Saturday Review *(October 16)* —"The False Ideology of Schooling" by Ivan Illich. "Cuba's Schools, Ten Years Later" by Marvin Leiner.

November issues

Atlantic—"The Nixon Doctrine" by Flora Lewis.

McCall's Magazine—"Day Care Business" by Alice Lake.

Parents' Magazine—"What You Can Do About the Drug Problem" by Samuel Grafton. "New Developments In Day Care" by Dr. Morris Wessel. "The Growing Menace of VD" by Victor Black. "Help For Children Who Stutter" by Ora Mendels.

Redbook Magazine—"My Daughter Loves School—Can She Be Learning Anything?" by Diane Divoky. A study of the self-selection system used in the Vermont public schools.

NEA recommends TV's "Civilisation"

"Civilisation," a series of 13 color films covering the last sixteen hundred years in the history of western man, is being recommended by NEA for viewing by its members and by students. Written and narrated by British art historian Kenneth Clark (above), the films, which began October 7, can be seen on Public Broadcasting Service, Wednesdays, at 9 p.m. (New York time; check local listings).

NEA Center concert benefits youth

The NEA Internal Council on Human Relations, the NEA Staff Organization, and the Music Educators National Conference cooperated to present a D.C. Youth Symphony Orchestra benefit concert recently at NEA Center. The concert was held to help the 125 youngsters in the group raise funds to fly to Switzerland to compete in the 1970 International Festival of Youth Orchestras. The D.C. Symphony Orchestra (a section is shown performing below) was one of two youth orchestras in the United States chosen for the competition. Above, Walter E. Washington, District of Columbia mayor, is welcomed to a reception preceding the concert by Janice M. Colbert, NEA staff member and co-chairman of the event. A fund goal of $1,500 for the program was reached.

NEA filed brief

Court strikes down NY antibusing law

A three-judge federal court in Buffalo, concurring with an NEA brief, ruled on September 30 that New York State's antibusing law is unconstitutional.

The statute, enacted last spring, prohibited an appointed school board, which is most common in cities, from using busing to achieve racial balance in schools. The NAACP and five parents, both black and white, initiated action against the State Board of Regents, the Buffalo board of education, and the school superintendent.

NEA, in conjunction with the Buffalo Teachers Federation and the New York State Teachers Association, filed the "friend of the court" brief last June challenging this law.

The judges held that the statute violated the 14th Amendment to the U.S. Constitution because "it constitutes an explicit and invidious racial classification and denies equal protection of the law." They also commented that the state legislators had "acted to make it more difficult for racial minorities to achieve goals that are in their interest."

The judges also wrote: "To the extent, however, that the statute recognizes and accedes to local racial hostility, the existence of which has created in the past a serious obstacle to the elimination of de facto segregation, the purpose is clearly an impermissible one."

The NEA brief also challenged the law as a denial of the equal protection clause of the 14th Amendment by (1) encouraging segregation and discouraging desegregation by both appointed and elected boards; (2) unjustifiably carving out a special area involving racial policy from the jurisdiction of the state commissioner of education; and (3) taking away the commissioner's authority to overcome de jure as well as de facto segegration.

The NEA action in New York State was financed by the DuShane Emergency Fund. The fund was established to ensure the fair and equitable treatment of all educators in their civil, human, and professional rights.

After 2-day strike

Northern California teachers win pact

The Jefferson Classroom Teachers Association—representing 430 teachers in Daly City, California—made a major breakthrough in teacher negotiation in Northern California following a two-day strike last month.

As a result of the strike, JCTA won the first master agreement with binding arbitration to be negotiated between an association and its school board in the northern part of the state. Included in the contract is binding arbitration of grievances, provision of bilingual teachers for Spanish-speaking students, teacher participation in decision making, maximum class-size limits, improved leave policies, and salary and fringe benefit improvements.

In addition, the contract provides a unique approach toward community involvement in schools. The community involvement article calls for building principals, five classroom teachers, and five parents from the community to act as a joint committee for determining curriculum.

With the JCTA victory, the right of teachers in California to enter into comprehensive written agreements with their boards on salaries, conditions, and partnership in the formulation of educational policies has been reinforced.

Joan Hemphill, JCTA president, said: "Teachers in California have been outside the collective bargaining arena for too long. We hope that this contract will add to the growing momentum that will bring California teachers into the vanguard of teacher negotiations."

JCTA is a unified local association. It relied on the services of NEA's West Coast Regional Office for advice during the formulation of the proposal, the negotiations process, and the coordination of the strike activity. Roy Archibald, NEA West Coast regional director, said that the efforts of the NEA staff—working with JCTA leadership, the California Teachers Association, and Bay Section staff—made possible a unified effort that could provide the impetus for teacher victories throughout the state.

Filmstrip-tape available about self-governance

A 12-minute filmstrip-tape presentation titled "Why Self-Governance for the Teaching Profession?" is now available on loan from the National Commission on Teacher Education and Professional Standards.

Designed for use by local association leaders, the filmstrip-tape emphasizes that the teaching profession must have the right to make internal professional decisions in these changing times when teachers are being asked to be accountable. The distinction between the control of education and the control of the profession is made. Elements of a Teaching Profession Act are outlined.

Also pointed out is the need for informed action at the local and state levels necessary for achieving professional autonomy.

The filmstrip-tape was shown in its original version to representatives from 15 states at a meeting sponsored by the TEPS Commission in early June; it was revised on the basis of their suggestions. Members of the Commission also reviewed the presentation at their August meeting.

The filmstrip-tape may be obtained on loan by writing to NCTEPS, 1201 16th Street, N.W., Washington, DC 20036 (please include a telephone number).

Free brochures describe NEA services

TO: Information Section 313
Division of Field Services
National Education Association
1201 16th St., N.W.
Washington, D.C. 20036

Gentlemen:

Please send me the free brochures I have checked.

- ☐ Protection of Rights
- ☐ Economic Benefits
- ☐ Political Action

Send to:

Name_____

Street_____

City_____ State_____ ZIP code_____

----------cut here and mail to NEA Center----------

The first three in a new series of brochures, each describing an NEA service available to the individual member, are ready for distribution.

The brochures are brief, but tell succinctly what the NEA does, and can do to (1) help every Association member improve his professional competence; (2) protect his personal, human, and civil rights; (3) assist him in obtaining more economic benefits; (4) aid him in electing to public office candidates who have a genuine concern for good education; (5) set and maintain his professional standards; and (6) strengthen the effectiveness of both him and his local association through expert help in building a strong association and in negotiating with the school board for better learning conditions for the students and teaching conditions for the teacher.

The brochures are written specifically for the *individual member.*

Single copies of the first three brochures—*Protection of Rights, Economic Benefits,* and *Political Action*—may be ordered by mailing the coupon at left.

Thousands inquire about low-cost auto leasing

Nearly 5,000 NEA members phoned or mailed inquiries about Teachers Services Corporation auto leasing last month; a total of 10,000 inquiries were expected by mid-October.

The inquiries followed announcement of TSC's reorganized auto leasing program, which includes a new service—toll-free phone numbers for members from coast to coast.

To handle the increase, TSC officials have begun Saturday hours (9 to 3, Washington, D.C., time) in addition to regular weekday hours. At these times, NEA members may call the toll-free numbers below to get details on TSC low-cost auto leasing (in some areas, the number "1" must be dialed first).

800-424-9222—from Connecticut, Georgia, Illinois, Indiana, Kentucky, Massachusetts, Maine, Michigan, New Hampshire, New York, North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, Vermont.

800-424-9249—from Colorado, Montana, Nebraska, New Mexico, North Dakota, South Dakota, Texas, Wyoming.

800-424-9296—from Delaware, Maryland, New Jersey, Pennsylvania, Virginia, West Virginia.

800-424-9234—from Alabama, Arkansas, Florida, Iowa, Kansas, Louisiana, Minnesota, Mississippi, Missouri, Oklahoma, Wisconsin.

800-424-8576—from Arizona, California, Idaho, Nevada, Oregon, Utah, Washington.

Information about auto leasing is also available by mail. Write to Teachers Services Corporation, 1156 Fifteenth St., N.W., Washington, DC 20005.

NEA and Student NEA sponsor travel plan

For the first time, Student NEA and NEA are co-sponsoring special travel arrangements for student members. Present plans include a Cross-Cultural Educational Experience Program in Scandinavia for 40 SNEA members. For those members who wish to be in Europe on their own, inexpensive air transportation will be provided, with low-cost travel available also within Europe.

Scandanavian communities will be the location for this seven-week educational experience for student teachers. The purpose is to enable each student teacher participating to gain greater insight into his own personality as it relates to cultural differentness and various educational patterns. The program will encompass interpersonal skill sessions, a three-week live-in program with Scandinavian families, a synthesizing of cultural differences as it relates to teaching and teacher education, and a two-week free travel period.

Inexpensive air transportation to Europe for all NEA members, including students, is being negotiated by the NEA Educational Travel Division. It is expected that it will be possible to offer round trips from New York City for under $200 and from Los Angeles to Europe and back for under $300. There will be departures also from Chicago. Blocks of seats on the flights will be available to the Student NEA.

When these flights are announced on December 1, only NEA and Student NEA members will be eligible to sign up. The stay in Europe in connection with these flights will vary from four to seven weeks.

In connection with these Europe-on-your-own flights, the Travel Division is arranging to offer Eurail and Britrail passes, rental car services, and special student discount transportation rail passes, good in 17 different countries.

Number of teachers at Convention rises

A study of delegates to the 1970 NEA Representative Assembly in San Francisco shows a slight increase in the number of classroom teachers over the number present at the preceding Representative Assembly in Philadelphia. According to the NEA Records Division, 5,230 of the 7,142 delegates attending the San Francisco Convention were teachers, or 73.2 percent of the total registration. At the 1969 Convention in Philadelphia, this figure was 73 percent.

Superintendents, principals, and other supervisors accounted for 18.5 percent of the 1970 registration with an attendance of 1,319. This group represented 17.9 percent last year.

Seventeen retired teachers constituted 0.2 percent of the total this year, as compared to 0.4 percent in 1969.

There were 257 staff members of state education associations attending, or 3.6 percent of the 1970 delegation. This figure in 1969 was 4.1 percent. Other delegates numbered 319, representing 4.5 percent of the 1970 registration, as compared to 4.6 percent in attendance at Philadelphia in 1969.

Seven associations join in staffing conference

Keynoter addresses staffing conference

"Cure-alls do not exist," Harold J. McNally told the NEA conference. "Our task is to arrive at clear understandings of the outcomes we earnestly hope for in education, and then to devise those strategies that we have reason to believe will be most effective in achieving them." Dr. McNally is chairman, Educational Administration and Supervision, University of Wisconsin-Milwaukee. Seated at left is Donald F. Wilson, president, Association of Classroom Teachers.

Seven national associations in the field of education came together at NEA Center last month to discuss optimum school staffing patterns. The conference—planned by the NEA Office of Supervisory Administrative Services—involved some 140 delegates from the American Association of School Administrators, the Association for Supervision and Curriculum Development, the National Council of Administrative Women in Education, the National Association of Secondary School Principals, the Association of Classroom Teachers, the Council of Chief State School Officers, and the National Association of Elementary School Principals. The conference took place September 28-29.

After the keynoter, Harold McNally, presented a variety of staffing patterns, the conferees met in small discussion groups and also met with their respective associations. Each discussion group prepared concluding statements based on their shared discussions.

"We are learning to share power, not grapple for it," one discussion group said in its conclusion. "Barriers between associations are breaking down," said another. A third group concluded that "efforts such as this combat fragmentation and can lead to a truly unified profession."

William Young, an ASCD delegate who is deputy superintendent of schools, Dearborn, Michigan, prepared a conference summary which said the meeting was "only a first step in finding ways to make education more relevant." He added: "It is most interesting to note that the seven participating associations plan to follow up the conference in their respective national association conventions during the remainder of the year."

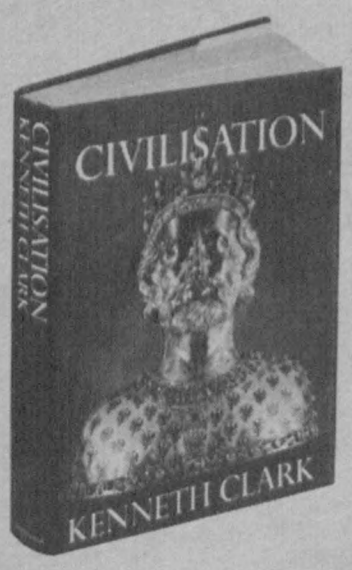
Travel plan for members' children set

NEA's Educational Travel Division, known for its record of safe and reliable travel serice to members, is now expanding to offer a unique form of student travel. High-school age sons and daughters of NEA members can enjoy an exciting and worthwhile vacation of travel and visits in Europe during this coming summer. The stay will combine two weeks in an international school in Switzerland, travel in other Western European countries, and the fun of study outside and beyond any classroom.

Skilled educators familiar with each area will assist the students to understand and evaluate what is seen and experienced. Details and itinerary of this special student tour for summer 1971 will be announced in a future issue.

Best sellers for holiday gifts

NEA members get discounts on books



Cookery

123. THE NEW YORK TIMES COOK BOOK, edited by Craig Claiborne. An excellent standard cookbook consisting of 1500 recipes tested in *The New York Times* kitchen. 728pp.
Reg. $9.95 Your price $7.45

125. THE NEW YORK TIMES MENU COOKBOOK, edited by Craig Claiborne. A companion volume to the above adds more than 1200 recipes printed in *The Times*. Illustrated. 699pp.
Reg. $9.95 Your price $7.45

227. COOKING WITH HERBS AND SPICES by Craig Claiborne, author of *The New York Times Cook Book*. The ideal cook book for those who like to dine well, with a sense of adventure. 400 tempting recipes arranged under 54 herbs and spices. Cross-referenced index. Illustrated. 360pp.
Reg. $7.50 Your price $5.65

228. COOKING A LA CORDON BLEU by Alma Lach. This is French cooking *par excellence* . . a superb book which teaches the system of French cooking as taught by the Cordon Bleu. Hundreds of recipes including sauces, soups, vegetables, entrements, gateaux, pates. Illustrated. 416pp.
Reg. $12.50 Your price $9.50

Special Section

171. MASTERPIECES OF WORLD LITERATURE IN DIGEST FORM, edited by Frank N. Magill. First Series. Short, readable summaries of 510 of the world's best novels, plays, tales, and epics. 1144pp.
Reg. $11.95 Your price $8.95

172. MASTERPIECES OF WORLD LITERATURE IN DIGEST FORM. Second series. Offers 500 additional sequence-by-sequence plot stories from the world's fine literature. 1171pp.
Reg. $11.95 Your price $8.95

173. MASTERPIECES OF WORLD LITERATURE IN DIGEST FORM. Third series. Presents 500 new essay reviews and plot synopses. 1173pp.
Reg. $11.95 Your price $8.95

174. MASTERPIECES OF WORLD LITERATURE IN DIGEST FORM. Fourth Series. Presents 500 additional concise synopses and essay-reviews with critiques of important works from many ages, but also features an over-all index for all four series, thus making the whole set much easier to use. 1306pp.
Reg. $11.95 Your price $8.95

200. MASTERPIECES OF WORLD LITERATURE IN DIGEST FORM. All four volumes for a special price—**$32.**

General Interest

195. CIVILISATION by Kenneth Clark. The incomparable series of BBC television art and culture lectures is now in book form, lavishly illustrated. 380pp.
Reg. $15 Your price $11.25

43. THE SENSE OF WONDER by Rachel Carson, with photographs. "An eloquent plea for parents to rekindle their own feeling for nature and help children use all their senses as avenues of delight and discovery," says the *New York Times*. Paperback. 96pp.
Reg. $2.50 Your price $1.85

198. LOVE STORY by Erich Segal. Top of the best seller list. Unlike most contemporary fiction dealing with young people. *Love Story* makes no claim to showing where it's at. It simply shows how it feels. 140pp.
Reg. $4.95 Your price $3.75

80. ONLY ONE YEAR by Svetlana Alliliyeva. Stalin's daughter describes what the free world feels like after the communist world; daily life in the USSR; Stalin, himself; some of the men now in power; and the honest and difficult life of the Moscow intellectuals. 441pp.
Reg. $7.95 Your price $5.95

73. I'M O.K.—YOU'RE O.K.: A Practical Guide to Transactional Analysis by Thomas A. Harris, M.D. Taking up where *The Games People Play* leaves off, the head of the Institute of Transactional Analysis offers a fresh sensible popular approach to the problems which every human being faces in his day-to-day relations with himself and those around him. 300pp.
Reg. $5.95 Your price $4.50

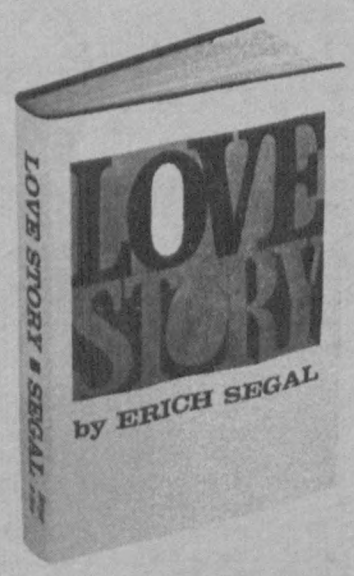
81. THE CULTURALLY DEPRIVED CHILD by Frank Riessman. Analyzes the unhappy situation of the education of the economically and intellectually poor. It challenges the schools, attuned to conventional middle class programs, to adapt its programs to meet the needs of these children. 140pp.
Reg. $5.95 Your price $4.45

231. ZELDA by Nancy Milford. The engrossing account of the unexplored side of the Scott Fitzgerald-Zelda Sayre marriage. Previously a shadowy figure, Zelda emerges in this biography as a complex but knowable human being, doomed to reach for the unattainable. The author has incorporated Zelda's previously unpublished letters to Scott; documents of extraordinary poignancy. Illustrated. 442pp.
Reg. $10 Your price $7.50

167. HOUSE MADE OF DAWN by N. Scott Momaday. This novel, a 1969 Pulitzer Prize winner, is a brilliant exposition of the mind and soul of the American Indian. 212pp.
Reg. $4.95 Your price $3.70

240. BOMBER by Len Deighton (author of *The Ipcress File*). A novel of tremendous tension and steadily mounting excitement. Mr. Deighton has taken the fairly familiar ingredients of a wartime action novel and invested them with a new realism. On one level this is absolutely first-rate storytelling, and on another it is one of the most powerful anti-war novels in years. 423pp.
Reg. $7.95 Your price $5.95

149. THE WEAVERS' SONG BOOK contains almost 80 of the Weavers' best songs, with piano arrangement and guitar cords indicated. Paperback. 192pp.
Reg. $2.95 Your price $2.20



252. ECO-CATASTROPHE by the editors of *Ramparts*. This book tells the complete story of how people are killing their own environment in every way. It never shies from pointing to the perpetrators of the crisis. 158pp. Paperback
Reg. $2.95 Your price $2.25

1. NEW YORK TIMES GUIDE TO PERSONAL FINANCE by Sal Nuccio. A "must" in the home for the entire family. Paperback 240pp.
Reg. $2.50 Your price $1.90

256. WILL THE SOVIET UNION SURVIVE UNTIL 1984? by Andrei Amalrik. This Soviet historian and playwright paints a bold and grim picture of a country which must change but cannot. His view is one of final collapse. 112pp.
Reg. $4.95 Your price $3.75

69. ARIEL Poetry by Sylvia Plath. "A unique book with all the pain translated into beauty, nothing less"—Robert Penn Warren. Paperback. 85pp.
Reg. $1.95 Your price $1.50

160. SONNETS FROM THE PORTUGUESE by Elizabeth Barrett Browning. A hard-cover edition on this fine classic, complete with slip case. 44pp.
Reg. $2.95 Your price $2.25

105. COLLECTED POEMS by Edna St. Vincent Millay. The definitive edition of the American woman poet's sonnets and lyrics . . . divided into separate sections, arranged chronologically, and printed in groups under the titles of the original volumes. Large clear print. 738pp.
Reg. $10 Your price $7.50

205. THEIR TATTERED FLAGS: An Epic of the Confederacy by Frank E. Vandiver. A detailed study of every aspect of the South—personalities, politics, literature, soldiery. "A truly first-rated contribution" . . . . Bruce Catton. 380pp.
Reg. $10 Your price $7.50

Special Interest

247. WHAT ABOUT MUTUAL FUNDS? (Second Revised Edition) by John A. Straley. An authoritative guide for everyone interested in this expanding and dynamic approach to investment. 149pp.
Reg. $4.95 Your price $3.75

6. THE INTELLIGENT INVESTOR by Benjamin Graham. The third revised edition of the book that has become, for thousands, the indispensable guide to sound investing. 358pp.
Reg. $5.95 Your price $4.45

134. PREDICTING READING FAILURE by K. De Hirsch, J. Jansky, W. Langford. Discusses learning problems which have increasingly troubled educators and offers a specific diagnostic instrument for identifying at pre-school age those intelligent children who may run into academic difficulties later on. 162pp.
Reg. $5.95 Your price $4.45

135. REVOLUTION IN LEARNING, (Quickening Intelligence from Birth to Six), by Maya Pines. This is the first report on the cognitive approach, which advocates stimulating children intellectually during their earliest years. 256pp.
Reg. $5.95 Your price $4.45

71. SCHOOLS WITHOUT FAILURE by William Glasser, M.D. Applies theories of Reality Therapy to contemporary education. 235pp.
Reg. $4.95 Your price $3.70

146. SUCCESS THROUGH PLAY by D. H. Radler with Dr. Newell C. Kephart. Explains the complex and difficult complement of skills a child is expected to bring with him into the first grade. 160pp.
Reg. $3.95 Your price $2.95

139. THE NEW GUIDE TO STUDY ABROAD (Paper) by John A. Garraty, Walter Adams, Cyril J. H. Taylor. A practical, authoritative, and up-to-date handbook of year and summer programs for high school students, college and university students, and teachers. 431pp.
Reg. $3.95 Your price $2.95

249. CRISIS IN CHILD MENTAL HEALTH: Challenge for the 1970's Report of the Joint Commission on Mental Health for Children. A detailed survey with specific recommendations. Foreward by Senator Abraham Ribicoff. 600pp.
Reg. $10 Your price $7.50

157. REALITY THERAPY: A new approach to psychiatry by William Glasser, M.D. Offers challenging ideas to psychiatrists, teachers, social workers, and anyone who is interested in people and the ways their minds work. 192pp.
Reg. $4.95 Your price $3.70

29. THE PUBLIC SPEAKER'S TREASURE CHEST by H. V. Prochnow. A compendium of source material to make your speech sparkle. Contains jokes, witticisms and epigrams, amusing definitions, quotations, and colorful phrases. 528pp.
Reg. $5.95 Your price $4.45

44. THE TREASURE CHEST, compiled by Charles L. Wallis. A heritage album containing 1,064 familiar and inspirational quotations, poems, sentiments, and prayers from the great minds of 2,500 years. Beautifully gift bound and boxed. 248pp.
Reg. $4.95 Your price $3.70

68. THE PARABLES OF PEANUTS by Robert L. Short. This book "argues not only amusingly but also convincingly that Peanuts indeed has intentional theological significance" (*Time* magazine). Paperbound. 336pp.
Reg. $1.95 Your price $1.45

42. LOST TOWNS AND ROADS OF AMERICA (rev. ed.) by J. R. Humphries. The superhighway has cut off many towns and backroads from the mainstream. The book is an invitation to explore an America scarcely altered by the modern world. Illustrated. 196pp.
Reg. $6.95 Your price $5.20

162. SUPERIOR: Portrait of a Living Lake. Photographs by Charles Steinhacker. Text compiled by Arno Karlen. 70 brilliant color photographs. Text is a fascinating collection of accounts from the journals of travelers between 1650 and 1880. A major contribution to conservation. 10″ x 14″. 116pp.
Reg. $22.50 Your price $16.90

225. ITALY: THE PLACES IN BETWEEN by Kate Simon. A book to lead the sightseer to the less known but not less fascinating towns and villages of Italy. Paperback. 348pp.
Reg. $2.95 Your price $2.25

233. J. S. SARGENT: Paintings, Drawings, Watercolors by Richard Ormond of the National Portrait Gallery. The story of the most brilliant American portrait painter of the 19th century. The book gives a full account of his work and life. Much new and unpublished material. 96 plates; 32 in color. 264pp.
Reg. $17.50 Your price $13.20

This year *Bennett Cerf's Treasury of Atrocious Puns* will be sent, free, to all members whose orders total $12 or more in the special discount book offer sponsored by the NEA Special Services Division. The book, among the most popular titles in previous years' book listings, retails at $3.95.

Top selections

The titles on this page and on page 12 include best sellers, the most popular titles on previous years' lists, classics, and reference books. The selections include three best sellers of 1970—*Love Story* by Erich Segal, *Zelda* by Nancy Milford, and *Civilisation* by Kenneth Clark.

Some of the newly published editions are: *Eco-Catastrophe,* by the editors of *Ramparts* magazine; *Harper Enclyclopedia of the Modern World,* edited by Richard B. Morris and Graham W. Irwin; and *Complete Guide to Hunting Across North America* by Byron Dalrymple.

Arnold W. Wolpert, director of the Special Services Division, said: "Each of the titles available has been selected with members' interest in mind on the basis of statistics from our discount book offers in previous years."

The order form on the next page is designed for quick handling of book orders. To use it, circle the number of each book you want and send your order to NEA Book Purchase—Room 915, 1156 Fifteenth St., N.W., Washington, DC 20005. Checks should be made payable to "NEA Book Purchase."

The large discount makes it necessary to require *a minimum order of $5* and to charge a 35c *handling and postage fee* per order.

Free book

If your order totals $12 or more be sure to check the appropriate box if you would like to receive the free copy of *Bennett Cerf's Treasury of Atrocious Puns.*

Orders placed now will be received in ample time for Christmas wrapping. Delivery in time for this holiday cannot be guaranteed on orders received after December 5.

Order Form for NEA Book Purchase Offer

Minimum Order $5

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234	237	240	246	247	249	250	251	252	253
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Discount books offered

(Continued from preceding page)

Reference

55. A DICTIONARY OF WIT, WISDOM AND SATIRE by Herbert V. Prochnow & Herbert V. Prochnow, Jr. Nearly 5,000 definitions by wise men and wags, arranged alphabetically by subject, to sharpen your writing and speech. 243pp.
Reg. $5.95 Your price $4.50

61. THE CHRONOLOGICAL HISTORY OF THE NEGRO IN AMERICA by Peter M. Bergman. A factual handbook of over 500 years which brings together events, ideas, laws, and legislation. 698pp.
Reg. $12 Your price $9

66. DICTIONARY OF WORD AND PHRASE ORIGINS. Vol. I, by William and Mary Morris. Stories behind 3,000 everyday words and expressions. 383pp.
Reg. $7.50 Your price $5.60

67. DICTIONARY OF WORD AND PHRASE ORIGINS. Vol. II. 318pp.
Reg. $7.50 Your price $5.60

136. BEGINNING SECONDARY SCHOOL TEACHERS GUIDE by Melvin King. A practical handbook for new junior or senior high school teachers. Gives the basic principles needed for dealing with almost any classroom situation. 228pp.
Reg. $2.95 (paper) Your price $2.20

The Gesell Institute's Famous Books on Child Development.

129. THE CHILD FROM FIVE TO TEN. Describes each of these years in a child's life and the distinctive behavior characteristics. 475pp.
Reg. $7.95 Your price $5.95

130. THE FIRST FIVE YEARS OF LIFE. A guide to the study of the preschool child—motor characteristics; language; personal and social behavior. 393pp.
Reg. $6.95 Your price $5.20

132. YOUTH: THE YEARS FROM TEN TO SIXTEEN. Discusses everything from an adolescent's health to how he feels about God. 542pp.
Reg. $7.95 Your price $5.95

128. CHILD BEHAVIOR. Specific advice on behavior problems of children during the first ten years of life. 364pp.
Reg. $7.50 Your price $5.60

60. HOW TO WRITE, SPEAK, AND THINK MORE EFFECTIVELY by Rudolph Flesch. A complete, step-by-step course in the art of communication. 355pp
Reg. $5.95 Your price $4.50

189. MAGILL'S QUOTATIONS IN CONTEXT edited by Frank N. Magill. Quotations from world literature revealing who said what under what circumstances. 1418pp.
Reg. $11.95 Your price $8.95

246. ALLEN'S SYNONYMS AND ANTONYMS (Revised & Enlarged Edition) by F. Sturges Allen. Edited by T. H. Vail Motter. An invaluable authoritative literary reference work. For teachers and students. Cross-referenced. 427pp.
Reg. $5.95 Your price $4.50

188. ENCYCLOPEDIA OF AMERICAN HISTORY (Revised & Enlarged Edition) by Richard B. Morris. A classic in its field; this one-volume work covers history, government, culture, economics, science and technology from the era of discovery and exploration thru the 1969 moon landing. 806pp.
Reg. $12.50 Your price $9.50

224. HARPER ENCYCLOPEDIA OF THE MODERN WORLD: A Concise Reference History from 1760 to the Present edited by Richard B. Morris and Graham W. Irwin, Professors of History, Columbia University. An exceptionally fine world encyclopedia encompassing the non-Western as well as the Western achievements. This panoramic survey of the essential facts of world history deals with political, military and diplomatic history by region, as well as with economic, social, constitutional, scientific and cultural history. An outstanding reference book. 52 maps, charts and tables, fully indexed. 1271pp.
Reg. $14.95 Your price $11.25

138. COMPARATIVE GUIDE TO AMERICAN COLLEGES (latest ed.) by James Cass and Max Birnbaum. Recognized as the most complete and authoritative college guide on the market—over a quarter of a million copies sold—now brought up to date. Paperback. 837pp.
Reg. $4.95 Your price $3.75

For Young Readers

By the incomparable E. B. White For all ages.

64. CHARLOTTE'S WEB. Pictures by Garth Williams. The story of a little girl who loved a little pig named Wilbur and of Wilbur's dear friend Charlotte, a beautiful large grey spider. 184pp
Reg. $3.95 Your price $2.95

65. STUART LITTLE. Pictures by Garth Williams. Stuart Little, a debonnaire mouse, is small in size only; he has the adventurousness and indomitable spirit of a heroic figure. 132pp.
Reg. $3.95 Your price $2.95

232. THE TRUMPET OF THE SWAN. Drawings by Edward Frascino. 1970 Children's Spring Festival Honor Book. A story of a swan born into this world without a voice. He then learns to play a trumpet to express the music in his heart. 210pp.
Reg. $4.50 Your price $3.40

253. STEFFIE AND ME by Phyllis Hoffman. Pictures by Emily McCully. The little girl in this story and Stephanie are more than just size-partners in school. Despite their different ethnic origins, they are neighbors, and best friends. They always do things together, even after school. When they grow up, they're both going to marry Brucie. 32pp. Ages 4-8
Reg. $3.50 Your price $2.65

254. SOUNDER by William H. Armstrong. Illustrations by James Barkley. Sounder is a great coon dog, but he cannot save his master, a poor black sharecropper. Fate pursues them both. Ages 12 & up. 128pp.
Reg. $3.95 Your price $2.95

140. COMPARATIVE GUIDE TO TWO-YEAR COLLEGES AND FOUR-YEAR SPECIALIZED SCHOOLS AND PROGRAMS by James Cass and Max Birnbaum. This companion volume opens new opportunities to students who are seeking paths to higher education outside the standard four-year pattern. (Paper) 275pp.
Reg. $3.50 Your price $2.60

Nature, Outdoor, & Sports

26. GOLF MAGAZINE'S ENCYCLOPEDIA OF GOLF edited by Robert Scharff and the editors of *Golf* magazine. Ideal for the real golf enthusiast. Covers history, equipment, records, playing techniques, rules, courses. Over 200 illustrations. 432pp.
Reg. $13.95 Your price $10.50

FREE BOOK—Every member whose book order totals $12 or more may have *Bennett Cerf's Treasury of Atrocious Puns* free (see preceding page).

234. THE FATHER AND SON SWIMMING BOOK by Philip E. Moriarity, swimming coach, Yale University. An effective, simple and enjoyable guide. For mothers and daughters, too. 94pp.
Reg. $3.95 Your price $2.95

19. COMPLETE FIELD GUIDE TO AMERICAN WILDLIFE by Henry Hill Collins, Jr. 740 species clearly portrayed and identified. 2,000 illustrations, including range maps, detailed drawings and comparative charts. All in one volume. 659pp.
Reg. $7.95 Your price $5.95

161. FLYING BIRDS by David and Katie Urry. In this book two scientist-photographers present a crisp meticulous record of birds in flight. Included is an informative section on the techniques of photographing birds. 175 photographs; 8"x10". 192pp.
Reg. 7.95 Your price $5.95

257. TENNIS TO WIN by Billie Jean King. Tennis instruction by one of the players of the decade. Illustrated. 172pp.
Reg. $5.95 Your price $4.50

16. COMPLETE BOOK OF OUTDOOR LORE by Clyde Ormond. The vast world of outdoor know-how and woodland wisdom at your fingertips. 290 illustrations. Waterproof binding. 481pp.
Reg. $5.95 Your price $4.50

259. WILDFLOWERS IN COLOR by Arthur Stupka. Both a field guide to identification and a full color photographic book, this volume portrays the conspicuous flowers and fruits of more than 250 wild-flowers, shrubs, vines, herbs, and trees common in the eastern United States. 160pp.
Reg. $5.95 Your price $4.50

237. COMPLETE GUIDE TO HUNTING ACROSS NORTH AMERICA by Byron Dalyrymple. The perfect book for the serious hunter. Gives information on hunting conditions state by state, province by province, species by species. Game locations are pinpointed on maps. Photographs. 817pp.
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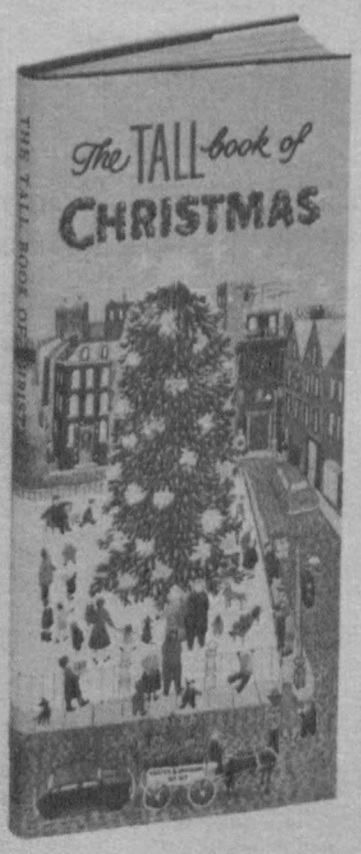

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nea reporter

Published by the National Education Association

Vol. 9, No. 9 | November 27, 1970 | 7 | Washington, D.C.

November 3 success story

Teachers of nation worked to elect candidates who support education

In scores of Congressional campaigns around the country, teachers rolled up their sleeves and worked to elect candidates of their choice in the November 3 election.

Helped by an NEA-interpreted voting record, published for the first time in the Association's 113-year history, teachers rang door bells, conducted seminars, and canvassed school buildings in an unprecedented effort to make their influence felt in national elections. A spot survey showed that this grass-roots effort yielded substantial results.

In New Mexico, a Santa Fe teacher headed the campaign effort for Senator Joseph Montoya, a strong education supporter. The teacher, a member of the local legislative commission, threw a fund-raising champagne party for the Democratic Senator at the NMEA's annual convention.

New York State Teachers, under the banner of NYSTA* VOTE, supported seven winning candidates—four Democrats and three Republicans. Teachers were particularly active in helping Democratic Rep. James Hanley of Syracuse, whose reapportioned district left him with an uphill fight. In Ohio, teachers backed, among others, Clarence Miller, a two-term Republican. An official of the Ohio Education Association said, "We made a major impact on Miller's campaign, and the Congressman recognizes and appreciates it."

Lawton Chiles, the much-publicized walking candidate who made a mockery of expensive campaign techniques, won the Florida senatorial bid with extensive teacher support. Chiles' campaign manager, a Polk county elementary school teacher, called the teacher effort "tremendous," saying they organized in each of the state's 67 counties. Chiles won an upset victory over a strongly favored Republican opponent.

In one of the most hotly contested races in the country, New Jersey Democratic Senator Harrison Williams won re-election

(See ELECTIONS, page 10)

More association retirement housing urged

The organized profession must accept its responsibility to provide retirement housing for its members, NEA President Helen Bain said last month. She spoke October 29 at the dedication of the Iowa State Education Association's $3 million Heather Manor. Shown above with Mrs. Bain are (left to right) Iowa NEA Director James A. Harris, Iowa Governor Robert D. Ray, and Iowa NEA Director Dennis Barnum. Because men and women are living longer, and because inflation often eats up much of a retired teacher's income, the profession must step in to offer low-cost attractive housing, Mrs. Bain said. She announced that the NEA Office of Teacher Retirement would soon employ a consultant to work with local and state associations on retirement housing matters. Iowa spokesmen said that out-of-state educators and their friends may get information about Heather Manor from Charles Godfrey, manager, Heather Manor, 600 E. Fifth St., Des Moines, IA 50316.

NEA report:

Black authority disintegrates as the schools desegregate

School desegregation in Louisiana and Mississippi has produced "the near total disintegration of black authority in every area . . . of public education," an NEA report released this month charges.

The report, a 43-page document outlining the findings of a 21-member NEA task force, concludes that the bad news about desegregation in the two states studied "tragically outweighs the good."

The task force, created last August at the request of the Louisiana Education Association and the Mississippi Teachers Association, visited 70 school districts in the two states during a two-week period in September.

In their report, task force members stated that the early stages of a unitary school system in the South "are affecting the education of black youth, the professional expectations of black educators, and the economic and political aspirations of Southern black communities in a way that could not have been anticipated during the long struggle for integrated education."

According to the report, black authority has melted in the face of "zealously guarded white control over economic resources, political resources, and public-serving institutions."

The task force found that in neither Louisiana nor Mississippi are the tactics of racial discrimination "subtle enough to hide the malignancy of its continued existence as school systems move into their first and second years of desegregation."

The NEA report, coupled with earlier reports on the two states, casts serious doubt on the progress made in deep South school desegregation in the past year.

One of the most serious problems facing blacks in Louisiana and Mississippi is the displacement of black educators in status positions. Techniques cited in the report include outright demotion, phasing down of black principals' schools, retention of title but with dimin-

(See DESEGREGATION, p. 11)

Administration frees school $$

The Nixon Administration, under strong pressure from Congress and educators, has released $498 million in education funds held up since August. President Nixon had impounded the money, which exceeded his budget requests, when Congress overrode his veto of the $4.4 billion education appropriation for 1971.

Budget authorities had been holding up the money pending a legal review of whether the President was required to spend the funds. Educators complained that the delay negated any advantage of this year's early funding. For the first time in recent memory, Congress had appropriated educational funds in advance of the school year to help school districts plan their budgets.

Announcing the decision October 22, HEW Secretary Elliot Richardson said the $498 million included all money for state formula grants, which comprise the majority of elementary and secondary education programs. Legal opinions declared spending for formula grant programs mandatory.

However, funds for project grants, such as bilingual education, dropout prevention, special innovation, and research have not yet been obligated because government spending for these programs is discretionary. Richardson said a decision on "what, if any, restraints" will be placed on project funds will not be reached until Congress completes action on the HEW appropriation bill during its lame-duck session.

NEA reinvigorates higher education efforts

NEA's higher education leaders met in Washington this month to review organizational progress of the higher education program and to discuss ways of meeting new challenges of organizational growth.

Members of the advisory boards of NEA's National Faculty Association of Community and Junior Colleges, the National Society of Professors, and the National Association of College and University Administrators met with NEA President Helen Bain, NEA Executive Secretary Sam M. Lambert, and Deputy Executive Secretary Allan M. West to develop recommendations on NEA's higher education program for the NEA Board of Directors.

The higher education leaders

(See HIGHER ED., p. 4)

Hearings scheduled

Con Con committee work under way

The steering, credentials, and drafting committees for the Constitutional Convention held their first meetings on October 27.

The convention, voted last summer by the NEA Representative Assembly, will reshape the organization of the united teaching profession.

The Con Con steering committee developed a process and criteria for the selection of a convention site. Letters were sent to each state association to permit them to extend invitations to the Con Con.

A subcommittee was appointed to recruit applicants for the position of Con Con project director.

Interested persons may send a letter of application to Robert J. Addington, Washington Education Association, 910 5th Ave., Seattle, WA 98104.

The next meeting of the steering committee is December 4 and 5 in Chicago.

The Con Con credentials committee reviewed election and minority representation plans submitted by the states. The committee's comments and reactions have been sent to the state associations. The next meeting of the credentials committee is November 29, 30, and December 1, at NEA Center.

The Con Con drafting committee formulated plans for open hearings in each of the 11 regions of the country. In addition, two centralized hearing locations will be selected.

The hearings will be held between mid-December and the end of January. Notice of each meeting will be sent to all local and state associations in that region.

The drafting committee welcomes comments from any member as input for the document which they are drafting. A member wishing to bring his ideas to the attention of the committee, should address them to: Drafting Committee, c/o Office of the President, NEA Center.

The next meeting of the drafting committee will be December 8 in Chicago.

Until a staff is employed, activities of the Constitutional Convention committees are being coordinated through the Office of the President, NEA Center.

Members of the Constitutional Convention committees are as follows:

Steering committee

Representing NEA Board of Directors—James A. Harris, NEA director for Iowa, 7215 Riete, Des Moines, IA 50311; Mrs. Catharine Barrett, NEA director for New Yok, 361 Green St., Syracuse, NY 13202; Mrs. Louise Bennett, NEA director for Utah, Box 7, Holden, UT 84636.

Representing National Council of State Education Associations—Robert J. Addington, executive secretary, Washington Education Association, 910 5th Ave., Seattle, WA 98104; Douglas Ward, president, Michigan Education Association, Box 673, East Lansing, MI 48823; Lawrence Steeves, 42 Englewood Ave., West Hartford, CT 06110.

Representing the Association of Classroom Teachers—Mrs. Vivian Bowser, 3215 Charleston, Houston, TX 77021; Willard McGuire, 2475 Tierney Ave. East, N. St. Paul, MN 55109; Raymond Safronoff, 306 W. Pearl St., Hazel Park, MI 48030.

Representing the National Council of Urban Education Associations—Ellen Logue (chairman), 6049 Harwood Ave., Oakland, CA 94618; Robert Gould, 1995 S. Corona, Denver, CO 80210; Joseph Parlett, Jr., executive director, Teachers Association of Anne Arundel County, 6 Dock St., Annapolis, MD 21401.

Representing National Committee of Educators for Human Rights—H. E. Tate, 621 Lilla Dr., S.W., Atlanta, GA 30310.

Representing the Association of Classroom Teachers Forum—Manuel Gonzalez, 1026 Upson, El Paso, TX 79902.

Representing National Council of State Teachers Associations—T. E. Patterson, assistant executive secretary for human relations, Arkansas Education Association, 1500 W. 4th St., Little Rock, AR 72201.

Drafting committee

Representing NEA Board of Directors—Mrs. Ellen F. Datcher, NEA director of D.C., 3219 17th St., N.E., Washington, DC 20018; Gene R. Duckworth (chairman), NEA director for Michigan, 909 S. University, Mt. Pleasant, MI 48858; Don McIlroy, NEA director for Ohio, 234 Shipherd Circle, Oberlin, OH 44074.

Representing NCSEA—Marian Cochran, 1604 Gold Ave., S.E., NM 87100; William H. Hebert, executive secretary, Massachusetts Teachers Association, 20 Ashburton Pl., Boston, MA 02108; Mrs. Helen D. Wise, 1127 S. Allen St., State College, PA 16801.

Representing ACT—Betty Buford, 3902 E. 29th St., #D-13, Byran TX; Bernard J. Freitag, 600 E. Street Rd., #C204, Trevose, PA 19047; Mrs. Evelyn McNeill, P.O. Box 278, Bluewater, NM 87005.

Representing the NCUEA—Lee Streiff, president, NEA-Wichita, 906 George Washington Dr., Wichita, KS 67211; Marvin Liberson, 23880 Oneida Ave., Oak Park, MI 48237; Robert Richards, executive director, Education Association of Norfolk, 5500 Tidewater Dr., Norfolk, VA 23509.

Representing NCEHR—Peter Goudis, Route 2, Box 305A, Katonah, NY.

Representing ACT Forum—Mrs. Ruth B. Jones, 509 Myrtle Ave., Rocky Mount, NC 27801.

Representing NCOSTA—Joe L. Reed, associate executive secretary, Alabama Education Association, Box 4177, Montgomery, AL 36104.

Credentials committee

Representing the NEA Board of Directors—Charles "Ted" Hinds, NEA director for Oregon, 6345 S.E. Pincreek Way, Milwaukie, OR 97222.

Representing NCSEA—Donald G. Sahli, executive secretary, Tennessee Education Association, 598 James Robertson Parkway, Nashville, TN 37219.

Representing ACT—John Washington, P.O. Box 345, Berlin, MD 21811.

Representing NCUEA—Mrs. Helen Krause (chairman), 3455 Woods Ave., Lincoln, NB 68510.

Representing NCEHR—Don Pierce, 8370 S.W. 96th St., Miami, FL 33156.

Representing ACT Forum—Mrs. Cornelia Jackson, 480 Ferry, Pontiac, MI 48053.

Representing NCOSTA—J. K. Haynes, executive secretary, Louisiana Education Association, Box 1767, Baton Rouge, LA 70821.

Thousands reported not getting free lunches

Thousands of children who are entitled to free lunches are not being served, according to Rodney Leonard, director of the Children's Foundation.

Hearings before the Senate Select Committee on Nutrition and Human Needs revealed that the NEA-supported amendments to the Child Nutrition Act of 1966 are being ignored in many school districts across the country. The amendments, which became effective in September, guarantee a free or reduced-price lunch to every poverty-level child in the country.

Leonard told the Senate Committee that, contrary to law, some districts withhold lunches for disciplinary purposes and some publicly identify the low-income children. Still others have set up a quota system, saying they do not have enough money to feed all eligible children.

Funds to implement the new program are contained in the Agriculture Appropriations bill slated for action when Congress returns from the election recess. Although Congress will probably approve the full amount requested by the President, new estimates show the Administration figures insufficient to cover all needy children. A recent survey conducted by Congressman Carl Perkins (D-Ky.), chairman of the House Education and Labor Committee, showed there are almost 10 million needy children in the United States, not the 6.6 million acknowledged by the government.

White House promise

Leonard, in a communication to James Harris, NEA director from Iowa, asked for further teacher support, saying: "The White House said last Christmas that all needy children in public schools will get a free or reduced price lunch by Thanksgiving 1970.

"It would appear that in the past nine months the nation had committed itself morally, legally, and procedurally to helping children in school who are most likely to be malnourished. However, nothing like that situation is likely to happen.

"Many needy children are not being fed as the law provides, even in schools with a lunch program. Nor will the needy children be fed by Thanksgiving. And most school systems, on the basis of recent reports, are not even following the regulations.

"How can performance be so far from the promise? Teachers must ask this of themselves, for the promise, if it is kept, will be fulfilled in the school."

Harris reported Leonard's findings to the NEA Board of Directors at its October meeting.

HIGHER EDUCATION...

(Continued from page 1)

told of strong organizational growth—over 170 NEA chapters in two-year colleges and nearly 100 chapters on four-year campuses—with over 30,000 members. NEA has negotiated over 40 collective bargaining agreements on two-year college campuses, and two agreements on four-year campuses.

The tripartite meeting sought to make changes to meet the challenge of continuing rapid growth, to assure that staff resources are adequate and flexible enough to meet those needs, and to integrate NEA higher education members more fully into NEA policy making.

The meeting recommended that NEA dissolve the National Higher Education Association and reorganize the staffs of NHEA, NFACJC, and NSP into a unitary higher education division, thus allowing more flexibility in meeting membership demands for services.

The meeting recommended that NEA establish a Higher Education Coordinating Committee to report directly to the NEA Executive Committee. Members of the HECC would include the NEA president and president-elect, one additional Executive Committee member, and two leaders from each of the three higher education constituencies. HECC's purpose would be to advise the Executive Committee, coordinate higher education activities, and coordinate formulation of budget proposals.

The tripartite meeting adopted a resolution favoring the Report of the President's Commission on Campus Unrest and offering the "active cooperation" of the group in implementing its proposals. The group commended President Nixon for appointing the Scranton Commission, which made the report, and "welcomed the results of that work." The report, they said was a "level-headed, tough-minded" analysis of campus unrest, which presented "sensible programs upon which men of good will can agree."

The resolution called the members of the Scranton Commission "citizens of courage."

TEPS Commission explores the Silberman report

Lois Williams (left), chairman of the National Commission on Teacher Education and Professional Standards, and Helen Bain, NEA president, discuss the implications of *Crisis in the Classroom* with the book's author, Charles Silberman, at the October meeting of the National TEPS Commission in Washington, D.C. The commission is disseminating Silberman's ideas for interesting, creative schools, especially focusing on the implications for teacher education, including what kind of teachers are needed and what kind of training they should have. NEA President Helen Bain, while agreeing with the report's assertion the schools are inadequate for the times, said that the answer lies largely in greater control of the teaching profession by the teachers themselves.

NEA holds Kentucky hearings

A special NEA investigating committee conducted hearings in Kentucky during the week of November 8 in the wake of a school crisis that was capped by a statewide teacher strike earlier in the year.

The hearings focused on charges by the Kentucky Education Association, an NEA state affiliate, that Gov. Louie B. Nunn and the general assembly "have failed in their responsibility" to the schools.

Four days of hearings, including testimony from 40 witnesses called by KEA, the plaintiff, were held in Louisville November 11-14. On-site investigations were conducted November 9 and 10 in school districts in various urban and rural areas of the state.

The hearings by NEA's National Commission on Professional Rights and Responsibilities marked the continuation of an investigation which grew out of a six-day strike of 25,000 teachers last February. At that time a three-man team from NEA's PR&R Commission investigated charges brought by Kentucky teachers that the state had failed "to provide sufficient funds to support the public schools of the Commonwealth" and had "impeded local effort on the part of school boards and the organized teaching profession, to improve the quality of public education."

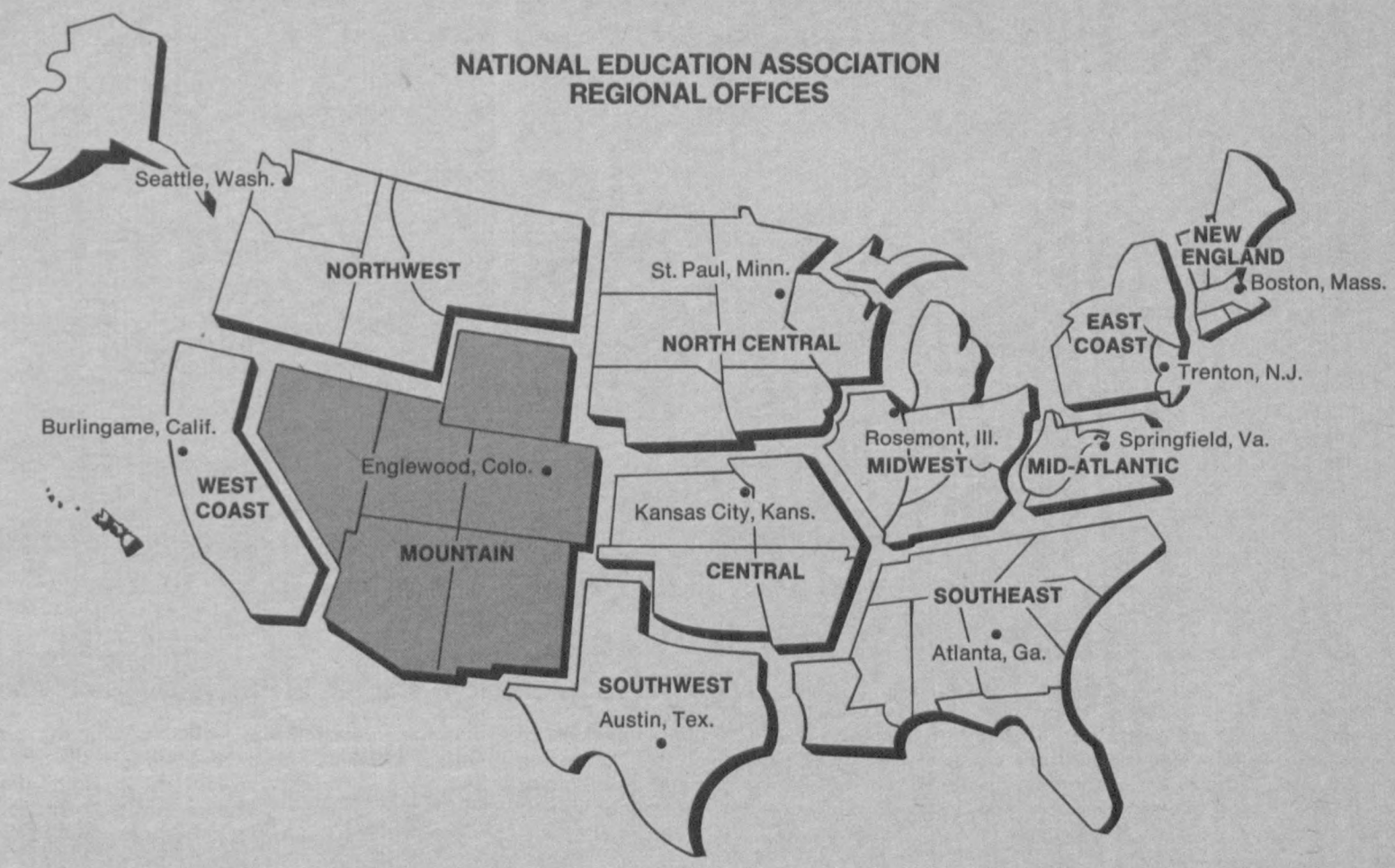
Principals plan seminar series on negotiation

The National Association of Secondary School Principals and the National Association of Elementary School Principals are completing plans for a second series of executive seminars on collective negotiation. Goal is seven seminars to be held regionally across the United States.

$3 insurance still available

The open enrollment period for NEA's family plan of life insurance **(full family protection for 3 months for just $3)** has been extended until December 15 because of a delay in the mails.

The Special Services Division has announced this extension of the deadline to give members who did not receive the information in sufficient time the opportunity to take advantage of this offer. If for some reason you did not get the mailing or if you have any questions about the open enrollment, write: NEA Special Services Division—Room 915, 1156 Fifteenth St., N.W., Washington, DC 20005.



Have expertise, will travel

First of a series

NEA regionals—where the action is

NEA's eleven regional offices are staffed by action-oriented professionals who seem to thrive on working routines geared to constant travel, challenge, and crises. The pace of activities they help set, as well as the achievements they help chalk up across the country, are major contributors to organizational directions for the future. This series, therefore, will focus on NEA's regional offices and the professionals who staff them.

NEA's Mountain States Regional Office has three professional staff members (see photograph at right). All three men are constantly on the move as they serve NEA affiliates and members spread across this large six-state area. In the process of shuttling back and forth among the states as they respond to calls for on-the-scene assistance, they have become quite accustomed to changing hats and switching from one role to another as changing situations may require.

As regional director, Ken Jonson is constantly on call. His varied activities during recent months, for example, included the work of assessing needs and preparing proposals to secure NEA DuShane funds to assist teachers embroiled in crisis situations while providing consultant services to various local associations in the region on negotiation issues, policy questions, and organizational problems. At almost the same time, he was also involved in recruiting and screening—and subsequently placing and assisting—UniServ representatives who are now at work in five of the six states in the region. And between responding to various other calls on his time and effort, Jonson organized special inter-state task forces—which meant bringing together experienced representatives from several state associations as well as from the NEA staff—to assist state association leaders in his region resolve several major state-level problems.

As negotiation specialist, Robran's work during the same time period had him shuttling among the states and changing roles in the process. In Granite, Utah, for example, he served as chief negotiator for the district's teachers; then joined them on the picket line; and finally returned to the negotiation table to help win a highly acceptable settlement. Meanwhile, he agreed to serve as the spokesman for the teachers' negotiation team in Scottsdale, Arizona, and began filling this role as soon as his work in Granite ended. However, even while negotiations in Scottsdale were progressing, his services were called for in Albuquerque, New Mexico. Thus, between sessions in Scottsdale, he commuted to Albuquerque, where he helped organize and train building-level grievance representatives to assure effective implementation of their recently won grievance procedure. Meanwhile, he has begun to assist the negotiation team in Las Vegas, Nevada.

As legislative specialist, Renstrom was concurrently engaged in helping to organize fly-in support for NEA's drive to override the President's veto of federal educational legislation. As soon as success crowned those NEA efforts, he became involved in assisting state and local leaders in their political action and legislative information programs in preparation for the November 3 elections. Since Renstrom is a lawyer, he is very helpful on legal questions and provides legal intelligence, where needed. This competence also involves him in aiding the headquarters staff of NEA's DuShane Fund as well as the teachers applying for DuShane assistance. By conducting on-the-scene investigations in his region, he often helps speed up the essential operations involved in meeting requests for financial assistance for legal and/or subsistence expenses. Among the recent cases he has handled were some involving the Bureau of Indian Affairs.

Professional staff at NEA's Mountain States office: (from left) Edward L. Robran, negotiation specialist; Darrell Renstrom, legislative specialist; Kenneth I. Jonson, director.

Whereas each staff member may go off in different directions to provide services in his area of special competence, all three cooperate to share the load on major problems and region-wide undertakings. To the extent that space permits, a few examples of unusually productive activities as well as noteworthy achievements will be cited.

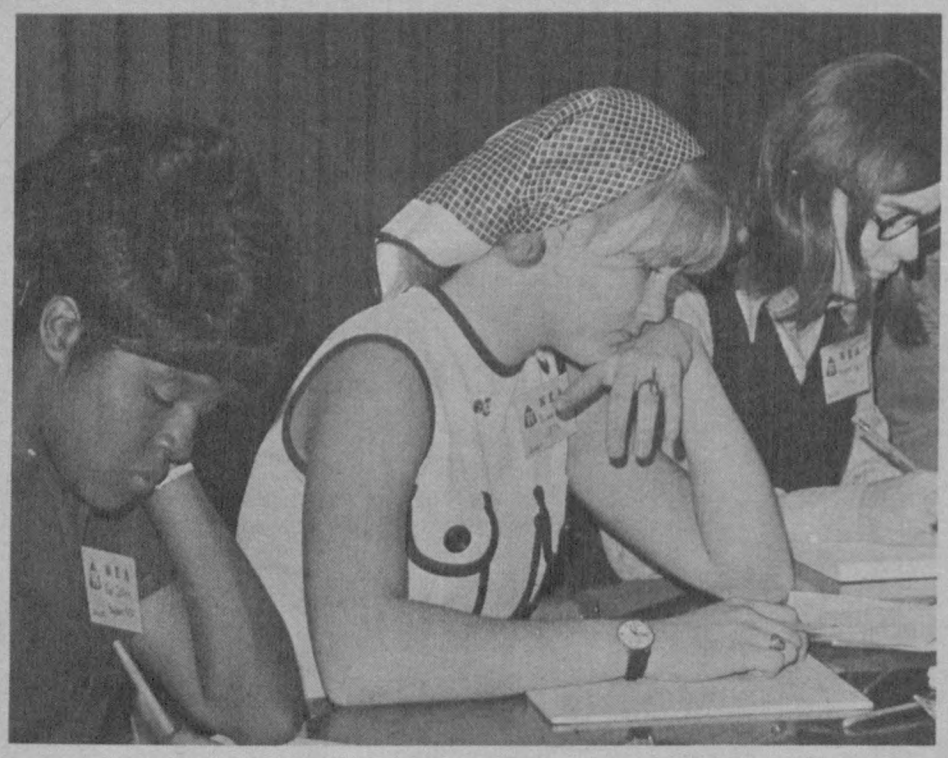
NEA regional offices conduct negotiation seminars annually; this office conducts two, one in June and one in December. A rather dramatic instructional technique was introduced at last June's seminar; it proved very effective. The experience gleaned in Granite, Utah, where Robran served as chief negotiator for the local association, was used as the basis for a live act-out. The whole performance was video-taped, and the tape has been played time and again at subsequent local and state workshops.

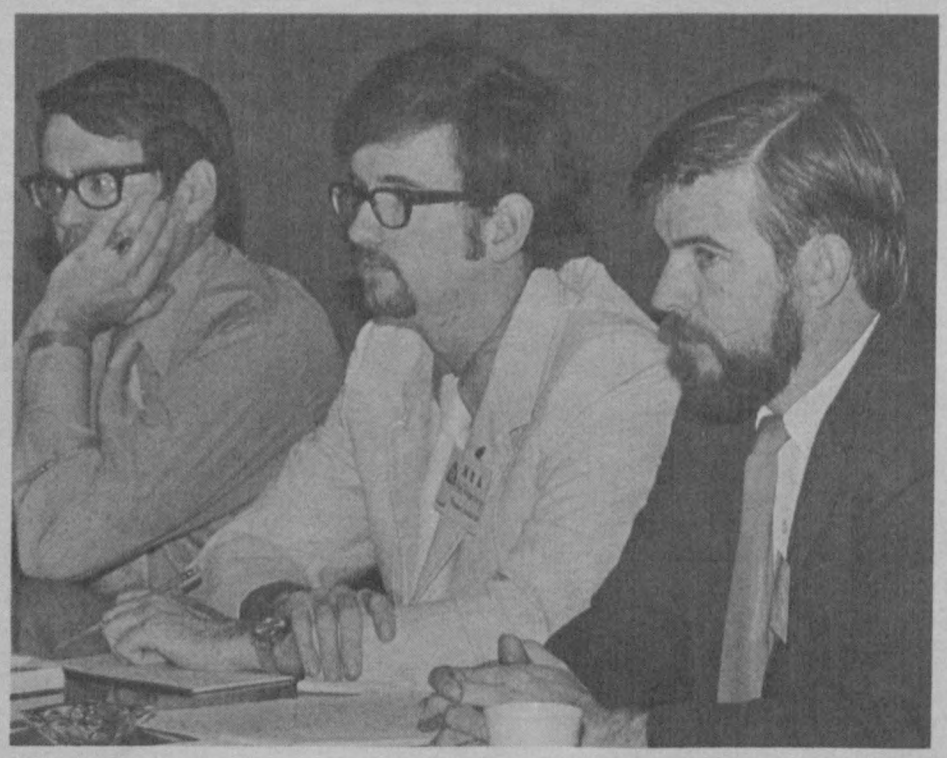
Robran and Colorado Association staffers played the roles of Granite's school board negotiators; Utah Association staffers were the teachers' team. Mr. Sherman Hodges, who actually is Colorado Commissioner for the Federal Mediation and Conciliation Service, accepted the invitation and played the role of the mediator.

The script was dramatic but not fictional; it was played just as it had been created at the negotiation table in Granite. And it ended abruptly at the point when schools let out in June and negotiations remained at impasse.

Thereupon, the Granite teachers who were on the negotiating team with Robran stepped forward and speculated on potential developments. After weighing all the evidence, they predicted a teacher strike at school re-opening time in late August. This prediction turned out to be 100 percent correct. And the strike took only three days to accomplish what the school board refused to even consider during the previous months of negotiations. This message apparently got through to the community, as well. Three school board positions came up for election on November 3; Granite voters defeated two of the three incumbents, and one of those two had been

(See NEA REGIONAL, p. 10)





Student NEA and Future Teachers of America join in identifying goals and program

Late last month, representatives of Student NEA and Future Teachers of America joined in an advisory council meeting at NEA Center. The meeting was held to review present student program; to identify goals and objectives for NEA in meeting student needs; and to explore—from the standpoint of both students and the profession—the program of Student NEA and FTA and their relationships with NEA. In the photo at left are (left to right) Gail Robbins (Student NEA), Suzee Vlk (FTA), and Margaret Logisz (FTA). The photo at right shows (left to right) Patrick Churchill (National Commission on Teacher Education and Professional Standards), Mel Hilgenberg (Student NEA), and Donald Brooks (Student NEA).

NEA Project 18

More states approve lower age for voting

Nine states, in the wake of the November 3 election, now offer voting rights to citizens under the age of 21. Voters in Minnesota, Nebraska, Maine, Massachusetts, and Montana approved constitutional amendments reducing the minimum voting age from 21. Kentucky, Georgia, Alaska, and Hawaii had previously lowered the voting age for youths.

"We are confident that the newly enfranchised young people in these states will take advantage of available information on issues and candidates before they head to the polls," said Rosalyn Hester, chairman of the executive board of the Youth Franchise Coalition, and coordinator of NEA's Project 18. She added that this expression of confidence in young America will provide an excellent opportunity for young adults to "work within the system."

The question of lowering the voting age appeared on the ballot in only 14 states. Voters in New Jersey, Connecticut, South Dakota, Washington, Colorado, Florida, Hawaii, Wyoming, and Michigan rejected the amendment. Voters in Alaska, who gave 19-year-olds the vote in 1959, approved dropping the state's voting age to 18 last August. Georgia reduced the voting age to 18 in 1943, and Kentucky allowed its 18-year-olds to vote in 1955. Hawaii set the minimum voting age at 20 in 1960.

Currently three states allow voting rights to 18-years-olds—Georgia, Kentucky, and Alaska while four states permit 19-year-olds to vote including Minnesota, Montana, and Massachusetts. In Maine, Nebraska, and Hawaii, 20-year-olds vote.

The recent victory in six states, plus the four others that have lowered the voting age, adds new muscle to the two-year-old Youth Franchise Coalition, headed by Ian MacGowan, NEA's Project 18—a member of YFC—and the 110,000-member Student NEA, all of whom are supporting a friend-of-the-court brief before the Supreme Court.

Oregon courts set precedents for teacher rights

Oregon courts recently handed down rulings favorable to Robert George and Arnold Owens, former Hermiston teacher/coaches, and John Hepler, former Salem teacher. The first two decisions set precedents for teacher rights.

Robert George had been given a three-year contract to teach and coach football beginning in the fall of 1968, following the 1967 football season when George's team won all nine games. After a less successful season the following year, the school board, encouraged by disappointed residents of Hermiston, decided to retain him as a teacher, but not as a coach. When George refused this, the district terminated the contract.

Circuit Judge Campbell ruled that George be reinstated as teacher and coach and be paid over $9,000 in damages. The court agreed with George that his contract was entire and not divisible.

The judge also implied in his opinion that the school board, representing taxpayers and parents, does not have the fan's right to disagree with the referee and to second-guess the coach.

In the Owens case, the Oregon Court of Appeals, Judge Foley, upheld the rules relating to nonrenewal of limited tenure teachers which the school district and the Hermiston Association of Teachers had agreed to in collective bargaining. These rules were more stringent than the Oregon State Tenure Law, which the school board had adhered to in the nonrenewal of Owens. The Oregon Supreme Court had refused to consider the district's argument that state law cannot be bound to other laws.

Arnold Owens had been given written notice that his contract for 1969-70 would not be renewed as well as the reasons for his nonrenewal. The negotiated agreement provided that he be nonrenewed only after these reasons were established at a hearing before the board.

The Marion County Circuit Court ruled that John Hepler, a tenured teacher in Salem, had been dismissed improperly and was entitled to reinstatement. At issue was the school district's failure to have sufficient records in the dismissal action.

A professional review panel had previously held the charges, incompetence and neglect of duty, to be unsubstantiated. A financial settlement is presently being negotiated.

All three cases have been financed by the NEA DuShane Emergency Fund, the Oregon Education Association, and the local education associations (Hermiston Association of Teachers and Salem Education Association.)

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Ukiah Unified
• California Teachers Association	Tehachapi Unified
• California Teachers Association	Los Altos Elementary
• Illinois Education Association	Decatur Dist. No. 61
• Maine Teachers Association	SAD 13 (Bingham area)
• Missouri State Teachers Assn.	Missouri Public Schools
• Nebraska State Education Assn.	Tri-County Public Schools
• Ohio Education Association	Northwest Local
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Springfield Local
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Educ. Assn.	Erie Public Schools
• Wyoming Education Association	Dubois School District

DuShane Fund action

Black library worker wins settlement and job promotion

Carrie Robinson, a black library consultant, has been given a significant increase in salary and a promotion in the Alabama State Department of Education in a recent out-of-court settlement. NEA and Mrs. Robinson filed suit in federal court last December, alleging racial discrimination in the employment practices of the department and holding that Mrs. Robinson has been "denied her right to promotions and pay increases," as well as "equal treatment and consideration" in the matter.

Mrs. Robinson, an Alabama state employee since 1946, charged that the department hired white persons from outside the agency and with experience and qualifications "far inferior" to hers for supervisory positions. Mrs. Robinson holds a master's degree in library science and, in addition, has completed course requirements for a Ph.D.

Another suit, *U.S. vs. Frazer*, permitted the favorable settlement in the Robinson matter. Last summer, Judge Johnson upheld the federal government's charges of racial discrimination in every department in the State of Alabama.

The NEA DuShane Emergency Fund provided legal expenses to assist Mrs. Robinson to obtain her employment rights.

At least six more set

First Grass Roots seminar involves 600

Some 600 educators from eight Southeast states attended the first seminar of the Grass Roots Involvement Program (GRIP), held November 4-7, in Huntsville, Alabama. They took a close look at NEA goals and objectives in workshops dealing with educational technology, schools for the 70's, television programing for the classroom, teacher rights, teacher retirement, membership development, local association development, NEA Special services, citizen involvement, and governance of the teaching profession. Thirteen NEA units contributed to the seminar program.

The seminar was preceded by a school for politics sponsored by the NEA Citizenship Committee and followed by the Southeast regional conference of the Association of Classroom Teachers.

First of series

The Southeast NEA-GRIP seminar was the first of a series to be held across the United States. At least six more will take place during the 1970-71 school year. Other seminars are scheduled as follows: Central States and Southwest, February 4-6, Tulsa, Okla.; Mountain States and West Coast, March 24-27, Salt Lake City, Utah; Northwest, March 18-20, Seattle, Wash.; New England and East Coast, April 15-18, New Haven, Conn.; Midwest and North Central, April 22-24, Sioux Falls, S. Dak.; and Mid-Atlantic (the dates and location are in the process of being determined). The advisory council of NEA's Midwest Region has also requested that a separate Grass Roots involvement seminar be held in that region during 1970-71.

22 seminars

Plans for the future call for a total of 22 regional seminars per year, two in each NEA region.

GRIP, established by the 1970 NEA Representative Assembly in San Francisco, provides for a consolidation and expansion of general conferences of the NEA and its units. The major objective of GRIP is to provide two-way communication between the NEA and its members by carrying information about existing NEA programs to teachers and by channeling their concerns and opinions about future programs to NEA.

Future planning

The programs of the GRIP seminars are determined by regional steering committees consisting of the NEA president-elect, the ACT regional director, a representative of the NEA Board of Directors, a representative of the National Council of Urban Education Associations, and the president or president-elect of a state education association in the region. The steering committee gathers information from local and state associations about the needs and concerns of their members. NEA units may also make recommendations and requests on the program and content of the GRIP seminars.

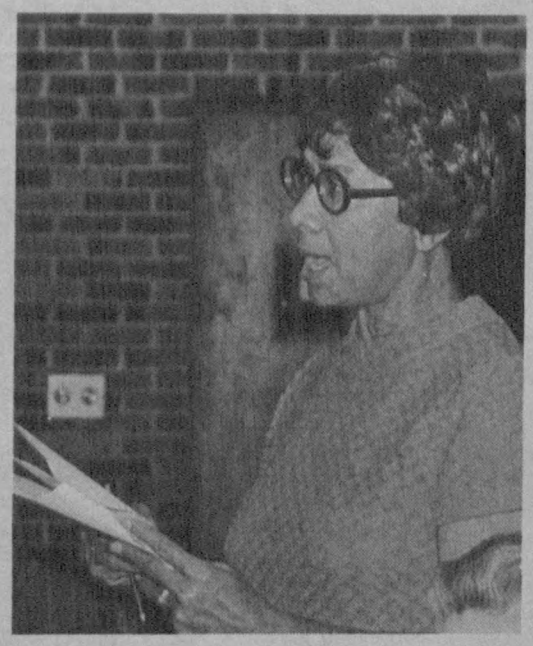
Sam M. Lambert, NEA executive secretary, addresses a general session of the GRIP seminar.

Planning for the Northwest NEA-GRIP seminar gets under way in Seattle. Pictured at an October meeting of the Northwest regional GRIP steering committee are (from left) Gerald L. Saling, NEA director for Washington, Spokane; Gary Reul, chairman, ACT Northwest regional director, Bothell, Wash.; and Mary Bridges, president, Eugene (Oreg.) Education Association, and regional representative of NCUEA.

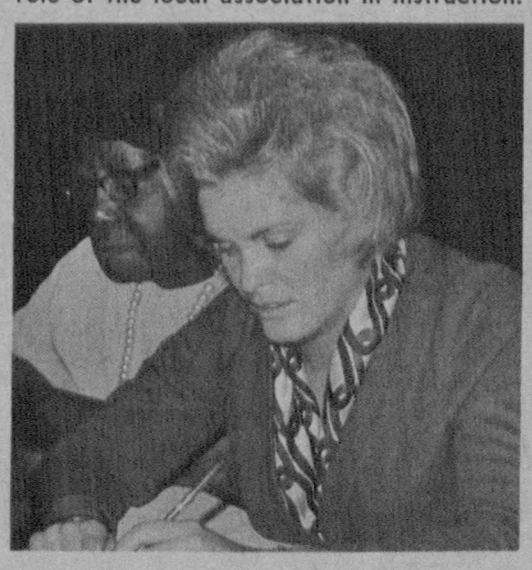
State and national leaders at the Southeast NEA-GRIP seminar included, from left, Amy K. Burks, president of the Alabama Division of Classroom Teachers; Brad Stephens, president, Alabama Education Association; Evelyn Fuller, Southeast regional director of the Association of Classroom Teachers, NEA; and Donald Morrison, NEA president-elect. Mrs. Fuller is chairman of the Southeast steering committee, which planned the seminar program. Other members of the steering committee are Morrison; C. F. Newell, NEA director for Alabama; Charles Corpew, National Council of Urban Education Associations; and Robert Threatt, president, Georgia Association of Educators.

Emmitt Jimmar, president, Florence (Ala.) Education Association, emphasizes a point in one of the discussion sessions.

Donald F. Wilson, president, ACT, makes a comment on teacher rights.



Nettie Manning, a local association president from Winston-Salem, N.C., reports for her group in a session on the role of the local association in instruction.



Maggie Snowden, NEA member of Raleigh, N.C., reads from her notes in a work group on instruction. At left is Barbara Rivers of Tuskegee Institute, Ala.

NEA leaders visit USSR

Leaders of American and Russian educational associations—comprising the largest number of educators and scientists in the world—met in Moscow November 6 to exchange educational concepts and consult on educational reforms in both nations.

Representatives of NEA were invited to spend 12 days in the USSR by the 7.5 million-member Educational and Scientific Workers of the Soviet Union. Nearly all teachers and scientists in Russia belong to the Soviet association.

Representing NEA were President Helen Bain; George Fischer, immediate past president; Wade Wilson, a member of the NEA Executive Committee; Braulio Alonso, director of NEA's Committee on International Relations; and Henry Ware of the NEA Educational Travel Division, who served as interpreter. The NEA delegation was invited to visit Russia by Mrs. Tamara Yanushkovskaya, president, and Mrs. Irini Tsikora, international officer of the Union Central Committee. The two Soviet educators visited NEA Center last February.

McKelvey named honorary director

Mabel M. McKelvey, social studies teacher, Berlin (New Hampshire) High School, was awarded an honorary membership on the NEA Board of Directors at the October meeting of the Board. Miss McKelvey (shown above) has served as New Hampshire director for 18 years and as a member of the NEA Executive Committee for five years.

Student leader says:

'The system isn't listening'

The "system" isn't listening, the president of the Student National Education Association charged recently in response to an Ohio grand jury action which cleared Ohio National Guardsmen but indicted students and administration for events at Kent State University in May.

Mel Hilgenberg, head of the organization of nearly 100,000 college students who are preparing to teach, said the jury action confirms that "the nation continues to evade the crisis of student unrest."

Noting that other investigative bodies, including the President's Commission on Campus Unrest, have placed the blame for Kent State violence equally on students and the National Guard, Hilgenberg asserted that the grand jury's action is "one more example of the lack of receptivity of the system."

"We can't afford growing reaction and repression," he said. "We must face the issue, and begin to listen to all segments of society equally." He added:

"The President of the United States, quick to demand investigations of campus unrest, must focus the country's attention on the inconsistencies of the judicial system. Rights which apply to all other citizens must also apply to students."

NEA 1971 travel set

Now available is an expanded 80-page illustrated booklet on 1971 world travel being offered to the united teaching profession by the NEA Educational Travel Division and many cosponsoring state education associations.

The booklet gives a wide selection of group tour itineraries and seminars ranging from around-the-world to domestic travel and an array of travel programs in Eastern and Western Europe, the Orient, South Pacific, Africa, Latin America, Canada, Alaska, and Hawaii.

As of December 1, dozens of NEA charter flights to Europe are scheduled, the Travel Division announced. Participants must have their 1970/71 memberships in order prior to that date. To receive these listings of flights throughout the summer from various U.S. cities, check the appropriate box on the coupon below.

The Travel Division also announced that, for the first time on NEA-sponsored programs, it is possible for teachers not only to follow the popular trend of going to Europe on their own, but also to be able to earn academic credit.

This has been arranged by the NEA division and Western Illinois University, which will station three of its professors in Europe for the summer, in Amsterdam and in London. These professors will supervise the performance of those traveling teachers enrolled in the university's program of Independent Travel-Study.

Teacher-travelers will be required to report to one of the professors upon arrival in Europe and again prior to their return. Up to six hours of graduate or undergraduate credit may be earned in the following fields of concentration: Historic Landscape, the Population Problem in Its Regional Aspects, Man vs. His Environment, Comparative Cultural Analysis, Land Use Patterns—Rural, Land Use Patterns—Urban, Patterns of Selectivity in Museum Collections, Patterns of Urban Memorials, the Function of Cities, Informal Social Welfare Support Patterns, Signs of the Times, and the Powerful and the Powerless.

In addition to the special interest tours and seminars offered in the 1971 summer travel booklet, NEA has prepared some limited-participation tours, tour/seminars, and other travel for special professional membership groups. If you are a member of any of the following, consult your organization or check the coupon below to receive further information when it is available: AAHPER, FTA, NAEA, NCSS, SNEA, and the Delta Kappa Gamma Society.

TO: NEA Division of Educational Travel
1201 16th St., N.W.
Washington, DC 20036

Please send me:

- ☐ Charter flights to Europe 1971.
- ☐ Academic credit with charter flights.
- ☐ 80-page tour booklet "Holiday Adventures Summer 1971."
- ☐ Professional membership group: information on special programs.

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City ..... State ..... Zip .....

cut here and mail to NEA

names in the news

Horace M. Mayo, teacher and coach, Southwest High School, Minneapolis, has been named NEA director for Minnesota. He replaces **Nicholas E. Duff** of Minnetonka, who was elected to the NEA Executive Committee during the Convention in San Francisco.

Clifford V. Buttleman, former executive secretary of the Music Educators National Conference, died at his home in Horton, Michigan, September 8.

Ruth Jones, Rocky Mount, N.C., a fourth and fifth grade classroom teacher, is chairman of the ACT Forum. Five new members have been appointed to the 15-member forum. They are **Louise Hite,** Middleboro, Ky.; **Regina Holyan,** Crownpoint, N. Mex.; **Robert Holmes,** Pompano Beach, Fla.; **Oscar Jones,** Baltimore, Md.; and **Lydia Swengel,** Yuma, Ariz. **Mildred Merrill,** Thomaston, Maine, has been appointed to serve as liaison between the ACT executive committee and the forum. The purpose of the forum is to promote minority group involvement in the professional associations.

Stanley A. Abercrombie, former acting executive secretary for the National Commission on Safety Education, is now with the U.S. Department of Transportation as program manager with the Office of Alcohol Countermeasures in the National Highway Safety Bureau. Mr. Abercrombie had been with the Safety Commission for almost 25 years.

Vade Bolton, Association of Classroom Teachers, has been appointed director of the NEA's newly launched Grass Roots Involvement Program (GRIP). Mr. Bolton came to the Association of Classroom Teachers in May 1970 as leadership coordinator. When the Grass Roots Involvement Program was launched in July 1970, Bolton became GRIP program specialist. That position and two other GRIP positions are now vacant. Persons interested in applying for these positions may contact the NEA Personnel Office, Room 221, National Education Association, Washington, DC.

Ole Sand, director, Center for the Study of Instruction, recently visited Africa as a guest of the Office of Overseas Schools of the U.S. Department of State to serve as a consultant to their schools. He visited schools in Addis Ababa, Ethiopia; Nairobi, Kenya; and Kampala, Uganda. In addition, he attended conferences of principals and teachers in American schools in Africa.

The Center for Human Relations has seven new staff members. Four are at NEA Center—**Delyte Frost,** professional assistant for student involvement; **Fred Husmann,** special assistant for model projects; **Jean McRae,** assistant director for programs and materials; and **Garnette Marie Turner,** coordinator for community involvement; and three are in the field—**Earl H. Jones,** general assistant for civil liberties and leadership training based in the Southeast Regional Office in Atlanta, Georgia; **C. Lance Lujan,** coordinator for Indian education based in the Central States Regional Office, Kansas City, Kansas; and **Tomas Villarreal, Jr.,** coordinator for bilingual education and Mexican-American affairs, based in the Southwest Regional Office, Austin, Texas.

Oreta O. Norris replaces **Kathryn Jane Ripley** as administrative director of the NEA Department of School Nurses. Mrs. Norris was formerly executive secretary of the National Association of Educational Secretaries.

Kathleen M. Meyer is the new executive secretary of the National Association of Educational Secretaries. A former elementary school teacher, she recently returned from South Vietnam, where she conducted training programs for the Vietnamese for the U.S. Army.

Peter A. Cortese, acting instructor and doctoral candidate in health education at the University of California, School of Public Health, is now research associate of the School Health Education Study.

Braulio Alonso, director of the NEA Committee on International Relations, has been elected to the board of directors of the National Catholic Conference for Interracial Justice.

Lois Williams, in-service education consultant for the Montebello Unified School District in California, became chairman of the National Commission on Teacher Education and Professional Standards at the August 13-15 meeting in Santa Fe, New Mexico. **Donald Sharpe,** director of student teaching at Indiana State University, was named chairman-elect of the commission.

William Stiles has been named director of the Office of Professional Negotiations, a part of the Affiliate Services Section, NEA Division of Field Services. **Rupert J. Picott,** formerly with the Membership Development Section, DFS, has been appointed assistant director, Affiliate Services Section, DFS, in charge of local association self-evaluations. **Joe Arduini,** previously with the NEA Safety Commission, has been appointed to the Membership Development Section, DFS, where he will serve as membership consultant.

Charles J. Davies, former supervisor of speech and hearing and director of several federal grant programs for the Arlington, Va., public schools, has joined the staff of the Commission for Professional Rights and Responsibilities as a senior staff associate.

Recently appointed a writer for the PR&R Commission is **Annalee Ziman,** former teacher of English in Phoenix, Ariz.

Robert A. Luke, director of the NEA Division of Adult Education Service and secretary of the special committee on adult education of the World Confederation of Organizations of the Teaching Profession, conducted an invitational Adult Education Seminar just prior to WCOTP's annual assembly in Sydney, Australia.

At about the same time, **Richard W. Cortright,** assistant director of the AES division, was representing WCOTP at the second International Congress of University Adult Education in Montreal, Canada.

James Melton of Houston, Texas, is an intern in the office of the NEA president this year. Melton, past-president of the Student Texas State Teachers Association, is also former associate vice-president of the Student NEA.

current

What's going on in TV, radio, press, and national magazines

Television

All times are Eastern

Discovery—Sunday, December 6, ABC-TV, 11:30 a.m. "A Tale of Two Forts." *December 13*: "One Summer in Boston." *December 20*: "Journey Through the Wilderness." *December 27*: "The Pendleton Roundup."

CBS News Hour—"The Selling of the Government," Tuesday, December 1, CBS-TV, 10 p.m.

National Geographic Society: "Ethiopia: The Hidden Empire"—Wednesday, December 2, CBS-TV, 8 p.m.

Say Goodbye—Tuesday, December 8, NBC-TV, 7:30 p.m. This program examines efforts being made to preserve wildlife threatened with extinction.

NBC White Paper: "The Besieged Majority"—Wednesday, December 9, NBC-TV, 10 p.m. This special investigates urban crime, centering on Philadelphia and its rising crime rate.

CBS News Hour "1770"—Tuesday, December 15, CBS-TV, 10 p.m. First of a series on events leading up to the American Revolution.

J. T.—Sunday, December 20, CBS-TV, 7 p.m. Jane Wagner's poignant play about a little black boy caught up in the despair of big-city ghetto life.

S. Hurok Presents, Part IV—Friday, December 25, CBS-TV, 4:30 p.m. Violinist David Oistrakh and pianist Sviatoslav Richter perform.

Beethoven's Birthday: A Celebration in Vienna with Leonard Bernstein—Friday, December 25, CBS-TV, 7:30 p.m.

Rapping with Brinkley—Saturday, December 26, NBC-TV, 12 Noon. A mutual question-and-answer session with David Brinkley and high school newspaper editors from across the country.

New York Philharmonic Young People's Concerts: "A Copeland Celebration"—Sunday, December 27, CBS-TV, 4:30 p.m. Famed American composer-conductor-pianist Aaron Copland is saluted on the occasion of his 70th birthday.

Magazines

Fall issues

American Scholar—"The Governance of Universities in the Cities of Man," by Kenneth B. Clark. "Youth: A 'New' Stage of Life," by Kenneth Keniston.

Daedalus—"Tradition, Ecology, and Institution in the History of Sociology," by Edward Shils. "The Continuity of Genetics," by Curt Stern. "DNA," by Gunther S. Stent.

November issues

Fortune—"Let's Break the Go-to-College Lockstep," by Edmund K. Faltermayer. "Psychologists are Rediscovering the Mind," by Tom Alexander.

Saturday Review *(November 21)*—"Pills for Classroom Peace?" by Edward T. Ladd. "John Dewey Is Alive and Well in New England," by Richard H. and Susan T. de Lone.

December issues

Atlantic—"Indivisible Man," by Ralph Ellison and James McPherson. "The Politics of Quackery," by Michael Janeway.

Reader's Digest—"The Brotherhood of the Bomb." "In Defense of the Wolf."

New goals set for music education

New directions for music education in the nation's schools are implicit in a statement of goals and objectives formally adopted in October by the national executive board of the Music Educators National Conference. The document reflects ideas of some 1,000 music educators who contributed to 18 MENC Goals and Objectives (GO) Project Committees during the past year. MENC is a national affiliate of the National Education Association.

Frances M. Andrews, MENC president, announced that MENC's new statement of goals is as follows: "MENC shall conduct programs and activities to build a vital musical culture and an enlightened musical public. Current goals of the profession are:

- comprehensive music programs in all schools;
- involvement of persons of all ages in learning music;
- quality preparation of teachers;
- use of the most effective techniques and resources in music instruction.

Thirty-five approved objectives provide a basis for alternative action plans through which MENC will seek to implement these goals. Designated for priority attention are objectives that cover development of diversified and comprehensive music instruction for a "pluralistic society"; ensuring adequate staff, time, and funds for music education in schools throughout the nation; new standards for preparation of teachers; application of new developments in education to music teaching; and greater opportunities for involvement of MENC's 20,000 undergraduate members.

TEPS committees add new faces

The chairmanship of the Executive Committee of State Teacher Education and Professional Standards (TEPS) Chairmen and Consultants was assumed this fall by George Gumeson of California at the group's initial meeting.

Committee members elected in June from geographical regions at the annual meeting of the chairmen and consultants are: Jean Pasic, Oregon; Adah Peckenpaugh, Missouri; Ruth Dittes, Minnesota; Joseph Howard, Kentucky; Milton McDonald, Georgia; James H. Young, New York; and Helen O'Brien, Massachusetts. Bernard McKenna is staff contact.

TEPS consultants appointed by the National Commission on Teacher Education and Professional Standards to the committee include: William Robinson, Iowa; Mary Alice Sipes, New Mexico; and Thomas Forbes, New Jersey. Janet Portolan, California, is the student representative, and Donald Roush, New Mexico, former NCTEPS chairman, represents NCTEPS.

The executive committee has a major role in identifying issues and topics for the action of the commissions which are its constituency in the 50 states. It is a part of the TEPS network which is attempting to improve the quality of teacher education and to acquire governance by the teaching profession in internal, professional matters at state and local levels.

A 29-page report of the 1970 workshop of the Organization of State TEPS Chairmen and Consultants is available from the state TEPS chairman or consultant in each state. It includes recommendations on achieving self-governance for the teaching profession, on evaluation of the teaching process, on innovation in teacher education programs, and on cooperative relationships between school systems and teacher preparation institutions.

20,000-plus ask about auto leasing

More than 20,000 NEA members have inquired about Teachers Services Corporation auto leasing this fall, TSC officials announced early this month. The inquiries followed announcement of TSC's reorganized auto leasing program, which includes a new service—toll-free phone numbers for members from coast to coast.

The large number of inquires has caused some delays in answering, TSC officials said, but they urged members to follow up their inquiries with telephone calls.

TSC officials said they are immediately able to lease Ford, Chrysler and Volkswagen cars. with delays in General Motors deliveries because of the long strike against GM.

NEA members may call the toll-free numbers below to get details on TSC low-cost auto leasing (in some areas, the number "1" must be dialed first).

800-424-9222—from Connecticut, Georgia, Illinois, Indiana, Kentucky, Massachusetts, Maine, Michigan, New Hampshire, New York, North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, Vermont.

800-424-9249—from Colorado, Montana, Nebraska, New Mexico, North Dakota, South Dakota, Texas, Wyoming.

800-424-9296—from Delaware, Maryland, New Jersey, Pennsylvania, Virginia, West Virginia.

800-424-9234—from Alabama, Arkansas, Florida, Iowa, Kansas, Louisiana, Minnesota, Mississippi, Missouri, Oklahoma, Wisconsin.

800-424-8576—from Arizona, California, Idaho, Nevada, Oregon, Utah, Washington.

Information about auto leasing is also available by mail. Write to Teachers Services Corporation, 1156 Fifteenth St., N.W., Washington, DC 20005.

NEA president appears on CBS Morning News

NEA President Helen Bain was the guest on CBS-TV's Morning News October 29. Mrs. Bain told CBS news correspondent John Hart (right, above) that she agreed with a recent Carnegie Corporation report that the nation's schools are far from perfect. "Not only are students, but teachers, victims of our system today," Mrs. Bain said. She added that, in her opinion, "the real problem comes with who's going to control the teaching profession, and we feel that teachers should have the right and responsibility to control the profession." Have teachers lost their pride in their profession? Mrs. Bain was asked. "No," she answered, "teachers still have this feeling—that our work is the *most* important."

$1 million in TV time aids schools

An estimated $1 million in television public service time was devoted to the observance of American Education Week during the last week in October, according to NEA's Division of Press, Radio, and Television Relations.

In addition to the NEA-produced "Car Wash" spot carried on the NBC stations, ABC and CBS and their affiliates broadcast public service spots donated by Lloyd Haynes and Andy Griffith of the *Room 222* and *Headmaster* series. These public service efforts were coordinated and made available to the NEA for national distribution by George King, radio and television director, California Teachers Association, Southern Section.

Media interest in AEW is encouraged by the endorsement of the Advertising Council, Inc.

Student NEA film used by 1,400

More than 1,400 schools have ordered the Student NEA's environmental crisis sound-color filmstrips. The series is an in-depth study showing divergent opinions on pollution topics: air, water, agriculture, industry, population, and possible solutions. For information write to Student NEA at NEA Center.

Elections . . .

(Continued from page 1)

with the help of teachers.

Said Senator Williams, "I am convinced that teachers and other members of the education profession definitely played a most important role in our campaign. The teachers of New Jersey clearly received the message about who their friends are in Congress . . . (which) demonstrated the effectiveness of your organization (NJEA/NEA) . . . in keeping its members informed."

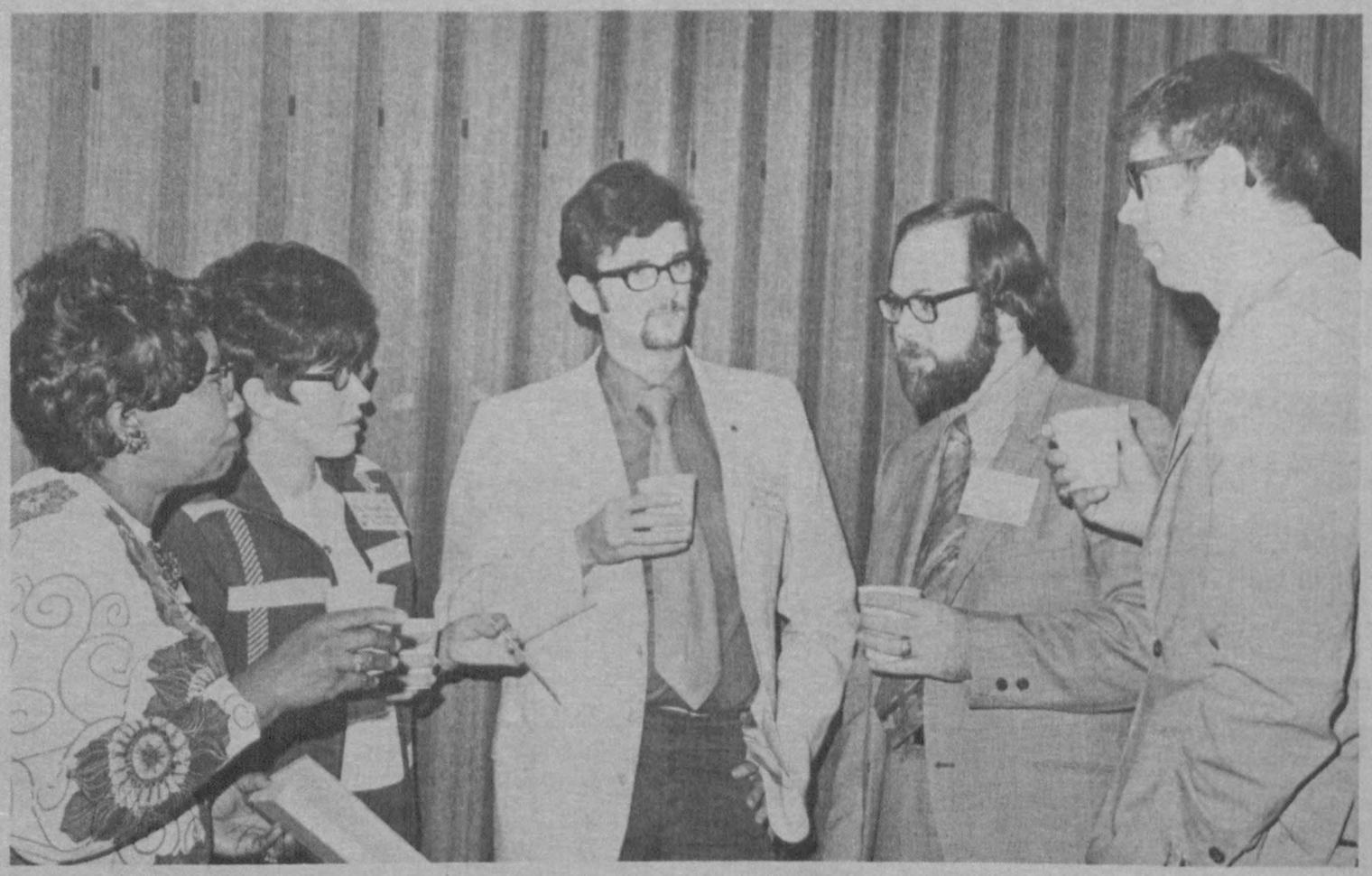
Educators in the state of Washington helped State Senator Michael McCormack win a seat from the fourth Congressional district. The incumbent was considered virtually unbeatable until teachers conducted a special registration drive which added several thousand voters to the rolls. Said McCormack after a surprise victory, "I never could have made it without the teachers."

In Illinois, Republican incumbent Congressman Tom Railsback expressed much the same feeling, saying the endorsement of the Illinois Education Association was "a necessary assist in my campaign for re-election."

One of the most spectacular teacher-waged campaigns was fought for the House seat in Alaska by Nicholas Begich. The former teacher had no paid staff —only volunteer teachers—to campaign in a district twice as big as the state of Texas.

Teachers worked door to door, raised money for ads, and got out the vote in critical rural areas. Begich feels very strongly that teacher participation in politics is not only vital, it is the way of the future:

"Teachers have recently become actively involved because they have realized that education is an intimate part of the political process. Any gains education will make in the next decade will come from active teacher participation in decision making, from the local government all the way to the halls of Congress."



Task Force on Environmental Education holds first session

Five of the ten members of the NEA Task Force on Environmental Education break for coffee at their first meeting, October 22, at NEA Center. From left are Mamie Coker, Cray Court, S.C.; Maria Rivera, El Paso, Tex.; Mel Hilgenberg, president, Student NEA; William R. Wood, task force chairman, Milwaukee, Wisc.; and Lloyd Mickelson, Billings, Mont. The task force was authorized by the 1970 NEA Representative Assembly; its chief purpose is, according to Chairman Wood, "to begin to establish the direction of environmental education within the country and to consider its possibilities and potential." At its three-day meeting, the task force received its charge from NEA President Helen Bain; heard reports regarding ongoing NEA environmental education activities; and charted directions for future activities.

N.Y. college faculty leaves union ranks

Another teacher group has abandoned the AFL-CIO's teacher union for affiliation with the United Teaching Profession.

Members of the Erie Community College Faculty Federation (ECCFF) voted 125 to 2 last month to withdraw from the American Federation of Teachers. By the same lop-sided margin, they authorized their executive committee to affiliate with the Association of Community College Faculties. ACCF is a special higher education branch of the New York State Teachers Association.

According to ECCFF president Jerry Logan, the decision to drop the AFT tie resulted from "scores of unanswered pleas for staff assistance and other services."

"We simply weren't getting our money's worth," he said, "and the association has shown itself to be a more effective bargaining agent anyway."

NEA regional office . . .

(Continued from page 5)

the school board chairman.

The upcoming December seminar will focus on "The Dynamics of a Strike" and the skills and techniques essential for effective strike management. To kick off the presentations and discussion, last June's video tape will again be presented. It will be followed by a first-hand, blow-by-blow account of the Granite strike and its aftermath presented by the president and members of the negotiation team and strike committee of the Granite Education Association.

November 3 election returns were very gratifying for every officer, member, and association staffer that contributed his bit during the campaign and then at the polls.

In Nevada, a former teacher and comparative political unknown was elected governor. He is Mike O'Callaghan, and he defeated his Republican opponent, who had been the state's former lieutenant governor. In additon to all-important wins recorded by teacher-endorsed candidates for seats in the Nevada legislature, a significant victory was won by Robert Rose in his bid for a seat on the State Board of Education. Bob Rose is currently the spokesman for the teacher-negotiation team in Reno and this was his first political campaign. With teacher backing, he led all candidates for the board and rode to victory with the votes of one in three registered Nevada voters supporting him.

In Utah, of the 14 seats open in the State Senate, practicing and retired educators won seven. Among the new State Senators in Utah, are a former NEA Board of Directors member and a past-president of the Utah Education Association, Monroni Jensen, and Carl Swann, currently the president of the Utah Association of Classroom Teachers. Educators now hold one-fourth of Utah's Senate seats and have made similar strides in Utah's House of Representatives. Of the 69 Lower House seats, all of which are up for election every two years, 17 are now filled by practicing or retired educators. One of the 17 is Charles Bennett, who is currently the UniServ representative in Granite.

Negotiations on the improvement of instruction in the area has produced notable results. One example is the clause successfully negotiated in Granite which assures teacher involvement and association approval before the administration may introduce changes affecting the instructional program or the use of funds allocated for teachers' work on curriculum, in-service training, and so on.

NEA employment service approved

The NEA Executive Committee last month approved establishment of an NEA educational employment information service. The new service will provide NEA members with free information about applying for educational employment. The service will be run by the NEA Research Division.

The service replaces NEA* SEARCH, the Association's job-placement service.

STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

(Act of October 23, 1962; Section 4369, Title 39, United States Code)

1. Date of filing: October 1, 1970.
2. Title of publication: NEA Reporter.
3. Frequency of issue: Monthly except August, December, and June.
4. Location of known office of publication: 1201 16th St., N.W., Washington, D.C. 20036.
5. Location of the headquarters or general business offices of the publishers: Same address as above.
6. Names and addresses of publisher, editor, and managing editor:
   Publisher—John D. Sullivan (same address as above).
   Editor—Mildred Sandison Fenner (same address as above).
   Managing Editor—Walter A. Graves (same address as above).
7. OWNER (*If owned by a Corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given):*
   National Education Association (Chartered by special act of Congress—no stockholders); same address as above.
8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages or other securities: None.
9. For completion by nonprofit organizations authorized to mail at special rates (Section 132.122, Postal Manual): NEA's exempt status for Federal income tax purposes has changed during the preceeding 12 months at NEA's request from Section 501(c)(3) to Section 50(c)(6) primarily because of NEA's expansion of member benefit programs. NEA's purpose and function as set forth in its charter have not changed.
10. Extent and nature of circulation:

	Average No. of Copies Each Issue During Preceding 12 Months	*Actual No. of Copies of Single Issue Published Nearest to Filing Date*
A. Total No. Copies Printed (*Net Press Run*)	1,109,664	1,251,950
B. Paid Circulation		
1. Sales through Dealers and Carriers, Street Vendors and Counter Sales		
2. Mail Subscriptions	1,100,347	1,243,750
C. Total Paid Circulation	1,089,141	1,187,990
D. Free Distribution *(including samples)* by Mail Carrier or Other Means	11,206	55,760
E. Total Distribution *(Sum of C and D)*	1,100,347	1,243,750
F. Office Use, Left-Over, Unaccounted, Spoiled after printing	9,317	8,200
G. Total *(Sum of E and F—should equal net press run shown in A)*	1,109,664	1,251,950

I certify that the statements made by me above are correct and complete.

Mildred S. Fenner, *Editor*

'Super-majority' issue

NEA files brief in West Virginia case

NEA has filed a "friend of the court" brief in a West Virginia's "super-majority" case that will be heard by the Supreme Court. This boosts current NEA participation in current Supreme Court cases to four.

The Supreme Court granted review of the decision of the West Virginia State Supreme Court that laws requiring more than a simple majority of votes for passage of bond issues and school levies are unconstitutional. Laws of at least 15 other states with super-majority requirements could be challenged by a Supreme Court ruling in the case.

During the 1969-70 school year, only 53.2 percent of the total number of bond issues voted on passed. A "friend of the court" brief will also be filed in the case by the American Association of School Administrators, the Council of Chief State School Officers, and the National School Boards Association.

NEA has also filed briefs in the following Supreme Court cases: the 18-year-old vote case; the key Charlotte-Mecklenburg, North Carolina, desegregation/busing case; and the Pennsylvania case involving the constitutionality of state aid to parochial schools.

In addition, NEA lawyers will file a brief in another case that has been accepted by the Supreme Court. The Court has agreed to examine the NEA-backed Florida rollback case, which involves the constitutionality of a law which prevents poorer counties from taxing themselves heavily for schools if they wish to receive state education aid.

A favorable decision at the lower court level was also backed by NEA. Some 35 states have maximum school tax limits based on the value of property within the local taxing unit.

First NEA Group Insurance contract is negotiated

William D. Grayson, secretary, Chester (Pennsylvania) City School District (seated right) signs the first contract issued under the NEA Negotiated Group Insurance Program. Watching the signing are Thomas J. McLernon, NEA assistant executive secretary for personnel and special services (seated left), and (standing, left to right) William B. Tomkiel, manager, NEA Negotiated Group Insurance Program for INA; John E. Mulloy, executive vice president, John J. McClure Agency; and William J. Dodds, president, Chester Education Association. The 901 employees of the Chester City School District now have employer-paid Group Life Insurance protection under a $7,000 benefit schedule. NEA's Negotiated Group Insurance Program offers school districts the opportunity to choose types and amounts of insurance benefits from: life, accidental death and dismemberment, disability or income continuance, major medical, and basic health and accident. The Insurance Company of North America underwrites the program. For details, write to NEA Special Services Division, NEA Center.

Professional staffing

Affiliates seek applicants

Illinois Education Association is seeking a new executive secretary. Applications will be accepted until December 15, 1970, with date of employment scheduled for April 1, 1971. Qualifications include an earned doctorate or other outstanding qualifications; an age range of 35-50, but not excluding persons with outstanding ability above this range; and administrative experience. Salary will be commensurate with experience and training of the appointee, with a minimum of $29,870. Write to W. Dwight Knous, president, IEA, 100 E. Edwards St., Springfield, IL 62704.

California Teachers Association/Southern Section has an opening for an executive director for Uniserv to be employed jointly by NEA, CTA/SS and the Teachers Association of Norwalk-La Mirada Area. Salary range is $15,624 to $18,984. Beginning date of employment is January 1, 1971, with application deadline December 1, 1970. For applications write to Assistant Executive Secretary, CTA/SS, 1125 W. Sixth St., Los Angeles, CA 90017.

Connecticut Education Association is looking for a deputy executive secretary. Applicant must have teaching and education association experience and at least a master's degree. Salary range is $22,000 to $27,000. Persons interested must submit letter of application and resume postmarked not later than December 15 to the Chairman, Staff Personnel Committee, CEA, 21 Oak St., Hartford, CT 06106.

Denver Classroom Teachers Association is looking for a Uni-Serv director. Write to Max Bartram, DCTA, 1535 High St., Denver, CO 80218.

Dade County School Administrators Association is taking applications for executive director. Salary is $15,000 to $20,000. Write Mrs. Bertha Eubanks, secretary, DCSAA, 8087 S. Dixie Highway, Office 1-B South Miami, FL.

Volusia Educators Association has an opening for executive director. Salary is $13,650 plus fringe benefits. For details, write to Mrs. Dora L. Rodgers, president, VEA, Corner 8th & Center St., P.O. Drawer X, Holly Hill, FL 32017.

NEA takes part in conference on women's role in Africa

Thelma F. Davis of Georgia, a member of the NEA Executive Committee, served as NEA resource person last month at a conference on the Role of Women in Africa Teachers Associations. Held in Monrovia, Liberia, the conference was sponsored by the World Confederation of Organizations of the Teaching Profession. Above, Mrs. Davis is addressing a plenary session at the University of Liberia. Over 50 representatives from 15 countries attended the conference, first of its kind in Africa. NEA's Committee on International Relations made the arrangements for NEA participation.

DESEGREGATION...

(Continued from page 1)

ished authority, and paper promotions.

The second major casualty of school desegregation, according to the report, is the black athletic coach. The NEA task force found no school district in either state where a black is employed as head coach of a desegregated high school.

Black classroom teachers are being dismissed in violation of a federal court decision which requires school districts to use nonracial criteria when making reductions in their teaching staffs, the NEA report charges.

Black classroom teachers are being eliminated through outright dismissals and nonrenewal of contracts. Significant reductions in the black teaching force were reported in Lafayette, Noxubee, and Marshall Counties, Miss., and in La Fourche and Richland Parishes, La.

Black teachers are being hurt through the use of discriminatory assignment and transfer practices. Blacks consistently are assigned out of their fields and then dismissed for unsatisfactory performance.

The pattern usually followed when teachers are transferred calls for the highly qualified blacks in a given district to move to formerly all-white schools and the least qualified whites to move to the formerly all-black schools.

Teachers are not the only ones suffering discrimination in the newly desegregated surroundings of schools. Black students, the report charges, are being "submerged" rather than merged with white students.

"Since the usual pattern of high school desegregation makes the former white school the new high school (regardless of which school has the best physical plant), the school colors, mascot, name, athletic trophies, and other such symbols of the white school are retained," the report states. "The emblems of black school identity are obliterated."

Desegregated schools now feature segregated classes. This is accomplished through the use of tracking systems of ability grouping. In Rosedale, Miss., for example, blacks are in the vocational group and whites are in the academic group.

The NEA task force found that many segregated schools still exist. In some cases, this is done through gerrymandering. Elsewhere, the ostensibly forbidden art of boundary-jumping is practiced.

In most school districts in Louisiana and Mississippi, desegregation has meant the curtailment or total elimination of extracurricular activities for black students.

"Generally, in both curricular and extracurricular activities, the desegregated schools of Mississippi and Louisiana are operated on terms and conditions set by whites, governed by white values, attitudes, and traditions," the report states. "It is not surprising, since so many of those values, attitudes, and traditions are preoccupied with the myth of white supremacy, that black students feel that they, like their black teachers, have experienced displacement rather than desegregation."

Accidental Death & Dismemberment

Members can save dollars on NEA's travel-accident insurance during next few weeks

Until January 1, 1970, NEA Special Services Division, in cooperation with the Prudential Insurance Company, is having a special enrollment on NEA's Accidental Death and Dismemberment Program. The offer—available to any NEA member who is a member of his local and state associations, if eligible—provides coverage for the balance of 1970 and for all of 1971 for only $19. Members who enroll now will be receiving over a month's coverage at no extra cost.

Good insurance buy

Arnold W. Wolpert, director of the division, announcing this special offer, said: "The AD&D Program, one of the most valuable Special Services programs we have, is about as good a buy as anyone could ever get in insurance. This special offer makes it even more attractive. The coverage is for all accidental deaths—airplane, automobile, bus, train, in the home, even as a pedestrian on the street. The program is a fulfillment of one of the fundamental principles of the Special Services Division—to offer high quality programs at the lowest possible cost."

The benefits available under this program are listed in the benefit chart at right. Once you study the benefits, you can enroll by completing the application at the bottom of this page. Send it to: NEA Accidental Death Program, P.O. Box 434, Fort Washington, PA 19034. Coverage starts on the date your envelope is postmarked.

Sooner the better

Be sure to include the $19 contribution. The sooner you mail the application, the more you benefit by this special offer.

To date 70 percent of the number of payments made through NEA's AD&D program resulted from automobile accidents, NEA's Special Services Division reports.

A high school teacher in California was driving along a highway when another car hit him broadside. The collision proved fatal. A payment of $30,000 was made to his bereaved mother.

$25,000 payment

Two thousand miles away, a psychiatrist in the federal school program was motoring in South Carolina. As a result of a fatal automobile accident, a payment of $25,000 was made to his widow.

Two accidents, two educators, thousands of miles apart. The two occurrences share other common factors: Both were in the teaching profession, both were members of NEA and participants in the AD&D Program.

Although no amount of protection at even the lowest cost can make up for the loss of a member of one's family, these two expenditures of $19 each have assisted a mother and widow face the future with an increased sense of financial security.

Important protection

Sam M. Lambert, NEA executive secretary, emphasized: "There can be no doubt that more NEA members would enroll in the plan if they were aware of the importance of this protection. The frequency of fatal accidents in general is alarming. The latest nationwide statistics available from the National Safety Council show 115,000 deaths in the United States as a result of accidents in 1969."

The National Safety Council estimated that 8,950 persons were killed in traffic accidents in January 1969, 8,200 in February, 8,500 in March, 8,800 in April, 9,650 in May, 10,200 in June, 10,950 in July, 11, 100 in August, 9,400 in September, 9,800 in October, 9,350 in November, and 10,100 in December.

Special enrollment focuses attention on insurance bargain

From left, NEA Executive Secretary Sam M. Lambert, NEA Special Services Director Arnold W. Wolpert, and Edward J. Dinkel, associate director, group insurance, Prudential Insurance Company, examine materials telling of a special enrollment for NEA's Accidental Death and Dismemberment Program. Nearly 62,000 members are currently enrolled in the program, which provides lifetime coverage for all accidental deaths. The special offer has been authorized to draw members' attention to this valuable program.

Benefits of the Accidental Death & Dismemberment Program

	While a Passenger on a Public Conveyance	In an Auto or as a Pedestrian	In Any Other Accident
Member only	$100,000	$30,000	$12,500
Member and Spouse	80,000 12,500	25,000 10,000	10,000 3,750
Member and Each Child*	60,000 5,000	25,000 5,000	10,000 2,500
Member, Spouse and Each Child*	50,000 10,000 5,000	20,000 10,000 5,000	7,500 3,750 2,500

The low yearly contribution covers you for the full amount of insurance for loss of life, both hands, both feet, sight of both eyes, one hand and one foot, one hand and sight of one eye, or one foot and sight of one eye. Half benefits are payable for the loss of one foot, one hand or sight of one eye.
*Unmarried children less than 21, except to 25 if dependent upon member for support.

Questions and answers on AD&D

Q. May I cover my spouse and children?

A. Yes. The coverage can be spread to include spouse and each eligible child, regardless of the number. The contribution remains at $19 per year. (See the benefit schedule above for the coverages available.)

Q. Am I covered if I take a trip in Europe?

A. Yes, you are covered no matter where you travel.

Q. Am I covered while traveling in a private airplane?

A. Yes, provided you are not piloting the plane.

Q. Is a teacher who has already retired eligible; will I still be eligible after I retire?

A. Retirement has no bearing on eligibility. If you continue to be a member of the NEA and your state association, you are eligible. Dues for NEA members who retire are $2.

Q. How do I make future payment of contributions?

A. You will be billed annually. If you enrolled during this special offer, your first billing date would be January 1, 1972.

Q. Are benefits under this insurance affected by any other insurance I may have?

A. No. Benefits are payable regardless of any other benefits.

Q. Is there any age limit?

A. No.

Statements by Member to be Insured—National Education Association—Accidental Death and Dismemberment Insurance

Name ..... (Last / First / Middle)

Residence ..... (No. / Street)

..... (City / State / Zip)

Beneficiary and Residence
(example: Mary A. Doe NOT Mrs. John H. Doe)

..... (First Name / Middle Initial / Last Name / Relation)

..... (No. / Street)

..... (City / State / Zip)

NEA Membership ☐ Yes ☐ No ☐ Life Member

State Association Membership
☐ Yes—Name of State Ass'n .....
☐ Not eligible for membership

Local Association Membership
☐ Yes—Name of Local Ass'n .....
☐ Not eligible for membership

Indicate Coverage Desired:
☐ Member Only ☐ Member and each child
☐ Member and spouse ☐ Member, spouse and each child

☐ Plan 1 .....$19.00

I declare above statements and answers are complete and true and understand that they are providing group accident coverage under a policy (or policies) insured by The Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Ed 11/70 Date Signed ....., 19.....

Signature of Member .....

Soc. Sec. No. .....

Date of Birth .....

Make Check payable to NEA, AD&D

Mail to: NEA Accidental Death Program
P.O. Box 434, Fort Washington, PA 19034

For Insurance Office Use Only Ident. No. T Eff Date

cut here and mail to address above